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ABSTRACT

Described is a program to provide 202 young deaf adults with post secondary vocational and technical training in existing junior colleges. The program is explained to include utilization of special counseling, instructional, and interpreting services. Special courses are said to cover the areas of personal management (with topics such as budgeting and the opposite sex), occupational information (including the job interview and work habits), English, and a vocational survey course. Noted is the provision of interpreters to aid students and counselors. Program results are reported to have shown that 97 of the students (48%) completed their educational objectives and transferred to other colleges or entered the occupational world, that 44 (22%) of the students were still in training at the time of the report, and that the remaining 61 students (30%) left the program because of adjustment problems or personal reasons. Appended are forms used in the program such as the student orientation schedule and the training placement report. (DB)

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DELGADO JUNIOR COLLEGE

ACADEMIC AND VOCATIONAL EDUCATION PROGRAM FOR THE DEAF

GUIDELINES FOR PLANNING POST SECONDARY TRAINING PROGRAMS FOR THE DEAF WITHIN EXISTING COMMUNITY JUNIOR COLLEGES

Research Grant No. 14-P-55224/6
Final Report May 1973

EC052 484

Prior to 1968 young deaf adults found a lack of post secondary vocational technical training facilities to serve their needs at a time when trades and technical occupations were expanding rapidly. The Department of Health, Education and Welfare supported the Delgado Program for the Deaf (Delgado College, New Orleans, Louisiana) through research grant # 14-P-5524/6 from SRS and BEH to demonstrate the feasibility of using existing junior colleges to serve the vocational technical training needs of young deaf adults. Deaf students received special support services including the use of interpreters in regular college classes.

Applicants were referred by their respective state vocational rehabilitation agencies and met the following admissions criteria:

1. Sixteen years of age or above
2. Impaired hearing negated independent functioning in the regular classroom
3. Reading and mathematical skills were approximately fifth grade
4. Program services were not precluded by other handicaps.

Two hundred and two students were accepted from three hundred thirty-three applicants during a nine semester period.

FINDINGS

Most applicants were considered prelingually deaf, had attended residential schools, relied upon manual communication as their primary means of communication, had little or no prior work experience and were between eighteen and nineteen years of age.

Students accepted from throughout the United States demonstrated a need for one or more of the following:

1. Semi-independent and independent community living experiences
2. Remedial instruction in English, mathematics and communication skills
3. Academic and vocational self-approval
4. Academic, vocational, personal, and social counseling
5. Interpreting in regular college classes
6. Tutoring

Student needs were best met by organizing the Delgado Program into three service components. The Counseling Service monitored student progress and took appropriate action to facilitate student adjustment. The Instructional Service allowed students to assess their vocational potential, receive adjustment training and tutoring, and prepare themselves for training in the college. The Interpreting Service provided students with a communication vehicle in the general educational setting and interpreters served as counseling or instructional aides under the direction of these respective services.

Out of the two hundred two students accepted over a period of nine semesters, ninety-seven completed their educational endeavors and forty-four remained in training at Delgado College. Thirty-seven left because of adjustment problems or personal reasons (marriage, etc.) during their first semester and fifteen left later without completing their educational objectives. Slightly more than half of those who left did so because of their inability to adjust to the demands of the new educational and community environment.

Former students indicated they were employed or pursuing higher studies. Occupations included purchasing order clerk, sorter clerk, postal clerk, bank clerk, typist, key punch operator, bookkeeper, accountant, computer programmer, wireman, apartment manager, draftsman, carpenter, cabinet maker, cement finisher, plumber, forklift operator, cook, baker, welder, commercial artist, and pressroom assistant. Salaries ranged from less than $3000 to more than $10,000 a year.

IMPLICATIONS

Young deaf adults are able to utilize regular vocational technical training facilities provided for the general population at relatively low cost to the taxpayer.

Support services to the deaf population at existing training facilities should include counseling, remedial, adjustment, and tutorial instruction, and interpreting.

Personnel utilized in support services should be mature, professionally qualified in specific areas of responsibility, and understand the needs of the deaf.

The simultaneous method of communication (simultaneous signing, fingerspelling, or gesturing while mouthing the words) was used effectively in providing deaf students with data in the training classroom and should be considered by support service programs.

Young deaf adults should begin preparing, functionally, for occupational and social environmental demands of the larger society at an early age. Independent living skills would be developed gradually over a long period of time and post secondary support services could concentrate more on student academic and vocational needs.

Vocational rehabilitation agencies provided comprehensive data which allowed program personnel to judiciously assist students in accomplishing their educational objective.

With the emphasis on career education deaf students should be provided with vocational assessment activities and occupational descriptions prior to entering post secondary education. Self appraisal of skills would insure more valid vocational choice on the part of the student with less need for self appraisal and vocational guidance would be put on remedial and tutorial instruction, interpreting, and the maintenance services of counseling.

Young deaf students adjust easily to the larger society when it is first experienced under semi-controlled conditions with proper reinforcement and they are able to integrate many occupational areas formerly limited only to the hearing.

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DELGADO JUNIOR COLLEGE
ACADEMIC AND VOCATIONAL EDUCATION
PROGRAM FOR THE DEAF

Guidelines for Planning Post Secondary Training Programs for the Deaf within existing Community Junior Colleges

A FINAL REPORT

This project was supported, in part, by Research Grant No. 14-P-55224/6 from the Division of Social and Rehabilitation Services, and the Bureau of the Education of the Handicapped, Department of Health, Education, and Welfare, Washington, D.C. 20201.

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May 1973

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SIGNIFICANT FINDINGS

I. Three hundred and thirty-three students, representing nine semester groups, applied for admission. A review of admission information revealed:

   A. Most applicants had attended residential schools for a significant length of time prior to attending Delgado.

   B. Manual communication was used extensively in the residential school setting. The majority of applicants who had attended these schools relied upon manual communication as their primary means of communication.

   C. The majority of applicants ranged in age between eighteen and nineteen years and were considered prelingually deaf.

   D. A majority of applicants applied immediately after or during their secondary education resulting in little or no prior work experience. Those reporting previous employment were engaged in unskilled blue collar occupations.

II. All of the fifty-six major areas of study at Delgado were opened to qualified deaf applicants. Applicants accepted chose to enter twenty-six major areas of study respresenting three levels of achievement, i.e., associate degree, certificate, and diploma.

   A. One out of five entering the program completed all

requirements for the associate degree, certificate, or diploma.

B. Approximately one out of four completed their educational objectives and entered employment prior to graduation.

C. Approximately one out of four withdrew or were terminated by the program as a result of adjustment factors.

D. Approximately one out of ten terminated their training because of marriage or other personal reasons.

E. Approximately one out of five are continuing their training at Delgado.

III. A large majority of applicants entered a full or part preparatory training program upon entering Delgado. As previously stated, one out of four students withdrew or were terminated by the program because of adjustment factors. Approximately five out of six left during the preparatory semester. The remainder withdrew at some later time after entering training.

IV. Slightly more than half of those students who left because of adjustment factors did so because of their inability to cope with the physical and/or emotional demands of their new educational and/or community environment.

V. A follow up study which included a sampling of former students who graduated, met specific objectives, or withdrew, revealed:

A. The majority of former students were employed full time with three out of four considering their employment to have potential.

B. There was a wide range of earnings up to $10,000 a year.

C. Four out of five reportedly had three or more hearing friends, indicating ability to expand their relationships in the social-occupational areas.

VI. Interpreters were utilized extensively by program counseling and instructional services. Counselors and instructors found interpreters were able to provide information, and in some cases direct assistance in resolving counseling and tutoring needs. Interpreters were able to provide counselors with certain aspects of student performance in the classroom, thus enabling better insight into student needs. Interpreters were also able to provide program instructors information concerning subject matter or individual instructor techniques leading to more efficient tutoring. On occasion, interpreters participated in the tutoring process.

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FOREWORD

Effective post secondary training opportunities for deaf people have increased considerably in the past five years. Delgado College pioneered in this important action, setting standards of performance and developing innovative procedures that have been very helpful to new similar programs over the country.

This expansion was launched, jointly by the Rehabilitation Services Administration and the Office of Education when the serious lack of choices in post secondary opportunities for deaf persons came into focus. A nationwide search for ongoing vocational-technical programs that would provide settings for demonstrations that deaf persons could be effectively trained in such schools with special assistance had been unproductive until Delgado College manifested interest and readiness. Typically, Delgado College became visable because the individual, who later became director of its deaf program, voluntered to interpret for a deaf professional at a large meeting.

The Delgado College program for deaf students has thrived from the beginning due in large part to the highly visible continuing interest and support manifested by its Board and Administration. The inevitable result is the gratifying determination by the State to continue the program after the Federal grant money terminates.

The foregoing development reflects the consistent

responsiveness and positiveness that we in the Federal role have experienced in our many interactions with the program staff and Delgado College administration throughout these five years of joint planning and implementation. The precedents, that have been established provide assurance that the deaf people of Louisiana and other States will have quality post secondary training opportunities. Equal opportunity becomes for them an experience, not just a label.

It is my privilege to convey to the Board of Trustees, to Dr. Marvin Thames, President, to Dr. Henry Nebe, Vice-President, to Douglas Wells, Director, to Albert Seal, Pioneer, to the wonderful interpreters, to the dedicated staff of the project, to the receptive faculty and students of Delgado College, to the collaborating staff of the Louisiana Division of Vocational Rehabilitation, and to the many others who have helped significantly along the way, especially Father Gerald Howell, the gratitude of the Department of Health, Education, and Welfare for a mission well done.

Boyce R. Williams
Director, Office of Deafness
and Communicative Disorders

ACKNOWLEDGEMENTS

Appreciation is expressed to the Social and Rehabilitation Services Division and the Bureau of Education of the Handicapped, United States Department of Health, Education, and Welfare, for making this project possible.

Particular recognition goes to Dr. Marvin E. Thames, President of Delgado, Dr. Boyce Williams, Director, Office of Deafness and Communicative Disorders, Mr. Albert Seal, Louisiana Supervisor of Services for the Deaf, and Mr. Henry Nebe, Vice-President, Rehabilitation/Student Affairs division, for their solid support in the belief that young deaf adults are capable of preparing themselves for appropriate employment and life in the larger community.

Appreciation is extended to the Program Staff for endeavors and ideas which made the Project succeed, to the Delgado training faculty who enabled young deaf adults to meet new educational objectives, and to the Project Advisory Board for guidance and steadfast support which enhanced the overall effectiveness of the Program.

Special thanks are extended to Dr. Harris Goldstein, Director, Research Department, for preparing the Results section of the report; Mr. Robert Gagnard, Chairman of Instructional Services, for assisting in organizing and writing this report; Ms. Linda Donnels, Instructor, for proofreading all materials; and Mrs. Rosemary Brugier, Secretary, for her untiring efforts in typing and retyping this report into its final form.

ABSTRACT

Prior to 1968, the majority of young deaf adults leaving secondary schools found a lack of post secondary vocational-technical training facilities serving their special academic, vocational, and adjustment needs. Upon finding employment, positions were often temporary or dead end. Deaf youngsters could not meet performance criteria or adjust to employment conditions.

The Delgado program demonstrated the feasibility of using an existing vocational-technical junior college, customarily serving hearing students, to serve the needs of young deaf adults. Through utilization of special counseling, instructional, and interpreting services, students were able to perpare themselves for training, complete educational objectives, and develop their social acumen for life in the larger community and occupational world.

Two hundred two students were accepted into the Delgado program over a period of nine semesters. Ninety-seven (48%) completed their educational objectives and transferred to other colleges or entered the occupational world in areas congruent with their training and 44 (22%) were still in training at Delgado at the time this report was written. Of the remaining 61 (30%), 37 left because of adjustment problems or personal reasons (marriage, etc.) during their first semester at Delgado and 15 left sometime after their first semester without completing their objectives.

The Delgado program has now entered into its tenth semester of service.

CHAPTER ONE

INTRODUCTION

BACKGROUND

In October 1964, culminating many years of hard work by those interested in the deaf, a national workshop was held at the University of Tennessee. Sponsored by the Vocational Rehabilitation Administration, the workshop was an attempt to bring together all areas of interest concerned with vocational training and habilitation of the deaf. Results indicated:

1. A high percentage of deaf persons were unemployed or underemployed
2. A lack of comprehensive programs providing young deaf adults with counseling, assessment, training, placement, and follow-up services
3. The cost of comprehensive programs could best be borne at the post secondary level, and
4. Trades and technical occupations were expanding at an accelerated pace, while vocational training for the deaf was severely lacking in these areas.

In 1967 the Babbidge Report recommended to the secretary of Health, Education, and Welfare the establishment of comprehensive post secondary programs at regional vocationally-oriented junior colleges and schools to serve the needs of young deaf adults.

Analysis of the student population revealed social interaction techniques and living skills inadequate for proper adjustment to independent community and occupational

life. Vocational interests were often based upon limited information and academic performance was usually lower than indicated achievement potential. Social interaction among many deaf peers was often limited and frustrating because of varied means of communication.

Student needs included the following:

1. Semi-independent and/or independent community living experiences, including off-campus living, budgeting, banking, utilization of educational and community services, etc.
2. Guidance, instruction, and support directly related to daily living experiences
3. Instruction designed to improve and standardize communication, upgrade academic skills and increase occupational readiness
4. Instruction and guidance based upon realistic assessment of vocational potential
5. Interpreters in regular training classes
6. Educational guidance and tutoring directly supportive to training endeavors
7. Involvement with the hearing majority.

STATEMENT OF PROBLEM

In the past, students leaving secondary schools for the deaf often had difficulty in finding employment. When jobs were secured they were often temporary or dead end positions. Most of the students seeking employment were average achievers when compared to their peer groups, had received limited or no vocational training at the secondary level, and found a lack of post secondary vocational-technical programs to serve their academic and vocational potentials.

Gallaudet College in Washington, D.C., and the National Technical Institute for the Deaf at Rochester, New York, were able to serve the liberal arts and technical training needs of high achieving deaf students while a number of counseling and rehabilitation centers served less independent students. Vocational-technical occupations were expanding at an accelerated rate and the vast number of young deaf adults with average achievement had excellent skill potential for these areas of employment.

The question was - could special services located at existing vocational-technical schools and junior colleges enable these young deaf adults to prepare at those institutations for occupations in the expanding vocational-technical field? The Delgado program through the sponsorship of HEW was designed to respond to this question.

The purpose of the Delgado Program for the Deaf was to

demonstrate the feasibility of using an existing vocational-technical junior college, customarily serving hearing students, to serve the post secondary training needs of young deaf adults and to maximize its impact, both as a training plan for the deaf and as a demonstration for the establishment of similar programs.

Specifically, an academic and vocational program for the deaf at Delgado Junior College would provide young deaf adults with guidance and counseling, personal and social adjustment experiences, special academic, vocational, and adjustment instruction, and interpreting services supportive to educational endeavors.

The Program for the Deaf opened its doors in October 1968.

GEOGRAPHICAL SETTING

The Delgado Program was located within the metropoliton area of New Orleans, Louisiana, for several reasons. Cultural, academic, recreational, housing, transportation, medical, and public health factors provided students with a wide variety of living experiences, opportunities, and services. A vocational technical community junior college was also centrally located within the area.

Metropolitan New Orleans is composed of the parishes (counties) of Jefferson, St. Bernard, St. Tammany, and Orleans. Orleans is coextensive with the city of New Orleans. This area comprising 2,677.5 square miles has a population of approximately 1,120,000 and its growth continues to be above the national average.

New Orleans has many fine educational institutions, including Dillard, Loyola and Tulane Universities, Louisiana State University in New Orleans, Southern University, Xavier University of Louisiana, H. Sophie Newcomb College for Women, St. Mary's Dominican College and Delgado Junior College. Medical schools of Louisiana State University and Tulane University are located in the city, as are two religious seminaries. There are more than 380 private, parochial, public and business schools in metropolitan New Orleans.

Delgado Junior College, located within the city of New Orleans was established in 1921 as the Isaac Delgado Central

Trades School and has since become Louisiana's pioneer community college with vocational-technical and transfer programs. Delgado Junior College serves the needs of the metropolitan area and the state and students attend from throughout the nation and many foreign countries, as well as from the State of Louisiana.

The founder of the college, Isaac Delgado, was an immigrant from Jamaica who became a wealthy New Orleans sugar planter and a well-known philanthropist in the fields of art, medicine, and education. Delgado has since become a state owned and operated institution under the jurisdiction of the State Board of Education.

Delgado's main campus is located on fifty-three acres adjacent to the beautiful, spacious City Park of New Orleans. In addition two other campuses are currently under development on the west bank of the Mississippi River.

Associate Degree, Diploma, and Certificate Programs are offered in the following major divisions:

1. Allied Health Occupations
2. Business Studies
3. General Studies
4. Vocational Trades
5. Engineering and Industrial Technology
6. Education and Public Service

Students are able to acquire a good education at comparatively low cost at Delgado. Scholarships, part time jobs, and student loans are also available to those students demonstrating certain abilities and needs. Developmental and remedial courses are provided to strengthen basic

academic skills and individual assistance is available to all students.

Delgado Junior College seeks to provide the following curriculum:

1. Vocational education leading to completion of selective training, a certificate, or a diploma
2. Technical education leading to an associate degree in a specific area
3. General studies of a preparatory nature leading to increased academic proficiency and readiness for transfer to other colleges and universities, as well as institutions supportive to vocational-technical training programs
4. Special services to meet the needs of the handicapped and groups requiring special training
5. Continuing education for adults who wish to prepare for new careers, upgrade their present occupational skills or enhance their knowledge in special areas.

Delgado is well-known for its cooperation with vocational rehabilitation and the expertise of its faculty in training the exceptional student. It was, therefore, no surprise when a comprehensive vocational evaluation and work adjustment center was established on the Delgado campus in 1962. The Delgado Rehabilitation Center became known nationally as a model for the vocational assessment of student skills and for the conditioning of students for vocational-technical training. In 1968 the Delgado Program for the

Deaf was able to draw upon the resources of Delgado personnel who were familiar with the needs of deaf people.

CHAPTER TWO

METHODOLOGY

ORGANIZATION

Public Relations

In September 1968, the United States Department of Health, Education, and Welfare distributed letters to state vocational rehabilitation agencies announcing the establishment of the Delgado program. During the planning stage a brochure and standard application form were developed and distributed to schools for the deaf and state vocational rehabilitation agencies. In addition, schools and agencies were visited by members of the staff. Each year thereafter the program mailed brochures and application forms to inquiring students, parents, vocational rehabilitation agencies, educators, and high school counselors throughout the nation and sent staff members to various schools and agencies upon request. As a result, students from thirty-two different states attended the Program.

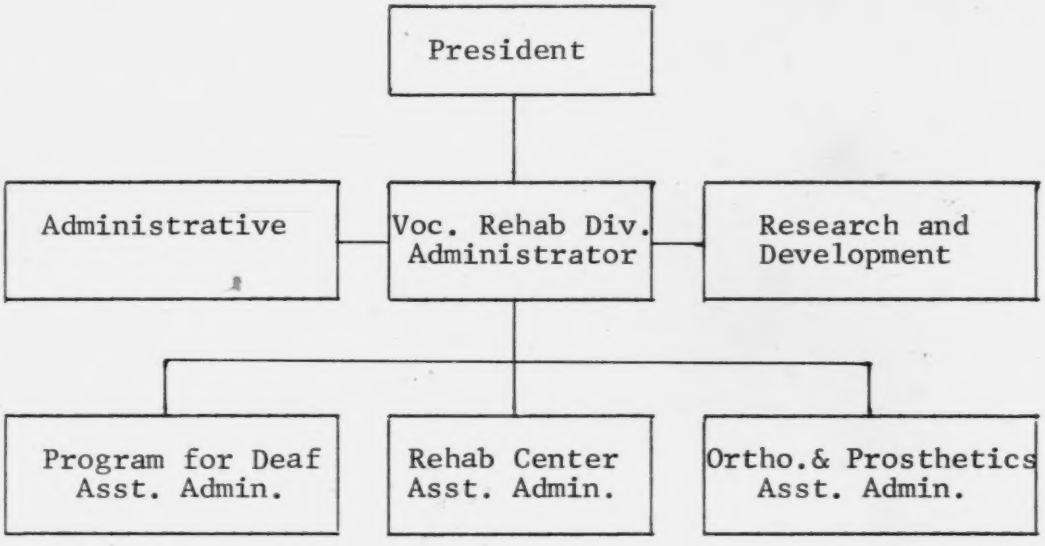
Administration

Delgado Junior College is administered by the Louisiana State Board of Education, which is composed of eleven elected members. The president is responsible for the administration of the college in accordance with policies adopted by the Board.

In 1968 the Rehabilitation Division was composed of the Rehabilitation Center, and the newly established Orthotics and Prosthetics Training Program. The Rehabilitation Center provided vocational evaluation and adjustment

services along with a multitude of ancillary services designed to aid the multiply disabled. The Orthotics and Prosthetics Program was established through an HEW training grant to provide training for technicians in construction and design of artifical limbs.

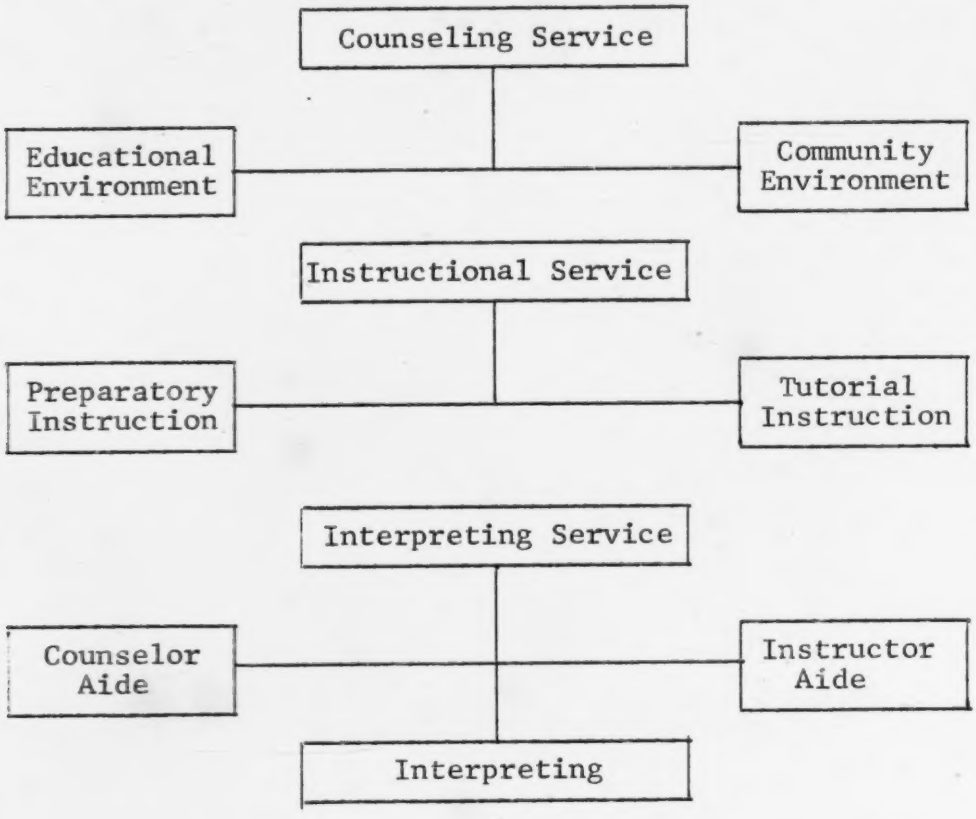
The Program for the Deaf was organized as part of the rehabilitation division and placed under the direction of an assistant administrator. The following chart indicates division organization and lines of authority at the time the Program for the deaf came into existance.



Program planning and organization proceeded with the support of the Louisiana Vocational Rehabilitation Agency. A rehabilitation consultant was assigned to assist in the organization of services, recruit students, serve on all staffing committees, and of prime importance, serve as

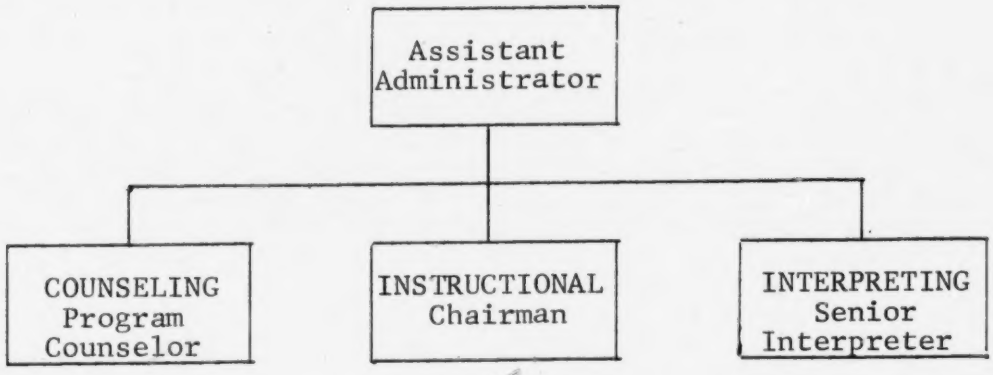
liaison officer between the program and various state vocational rehabilitation agencies.

As the program grew, comprehensive services developed to meet the complex needs of deaf students. Eventually, it became necessary to organize those services into separate functional units, namely, counseling, instructional, and interpreting.



The program counselor, chairman of instructional services, and one senior interpreter were made responsible for the operation of the three services and were directly responsible to the assistant administrator. These individuals also performed counseling, instructional and

interpreting duties.



SERVICES

Counseling

The counseling service provided students with insights which would lead them to better adjustment within their present educational setting and within their present and future community involvement. It is with this purpose that the service set the following objectives:

1. To reduce psychological and emotional adjustment problems students may have encountered upon entering their new educational environment
2. To make students aware of services provided by Delgado Junior College and the Program for the Deaf and to make clear student responsibilities related to these services
3. To clarify to students their role in the educational environment
4. To guide students in the selection of appropriate educational objectives which would provide them with realistic challenge and satisfy their scholastic needs
5. To monitor student progress and provide students with feedback to initiate self-improvement
6. To provide students with motivational and supportive counseling which would encourage them to continue sustained efforts in their educational endeavors
7. To assist students in achieving a workable balance

between social and educational activities

8. To assist students in developing a sense of responsibility and independence which would carry over into their educational, social, and occupational environment
9. To provide students with assistance and emotional support for maximum adjustment to the larger community
10. To foster student adaptation and adjustment to the community on a continuing basis
11. To acquaint students with specific information concerning acceptable behavior in the larger community
12. To assist in developing a satisfactory relationship between students and the community.

The counselors reviewed student case record data prior to the student entering the program as preparation for an initial interview. There was an attempt to establish rapport with the student, identify his counseling needs, and to provide immediate environmental adjustment information. Extraordinary medical precautions, unusual individual circumstances, possible social or behavioral needs, and vocational interests were identified. The financial needs of the student were assessed and his new financial situation explained clearly.

New students were assigned a student counselor at the beginning of their first semester and usually remained with that counselor through graduation.

Counselors monitored student progress by holding regular individual and group sessions with the students. Interpreters reported to the counselors specific student data observed in the training classroom and instructors in the program provided counselors with student performance data. Counselors were also able to consult with student advisors, training instructors in the college, and students in off-campus housing to better determine student needs.

Counselors provided students with motivational counseling, and tutoring was suggested or required depending upon student achievement.

Most young deaf adults entering the program were unable to set goals for themselves or determine methods for achieving goals. Using counseling techniques appropriate to individual student personalities, abilities, and needs, counselors assisted in developing within students the concept of personal motivation, goal setting, and goal implementation.

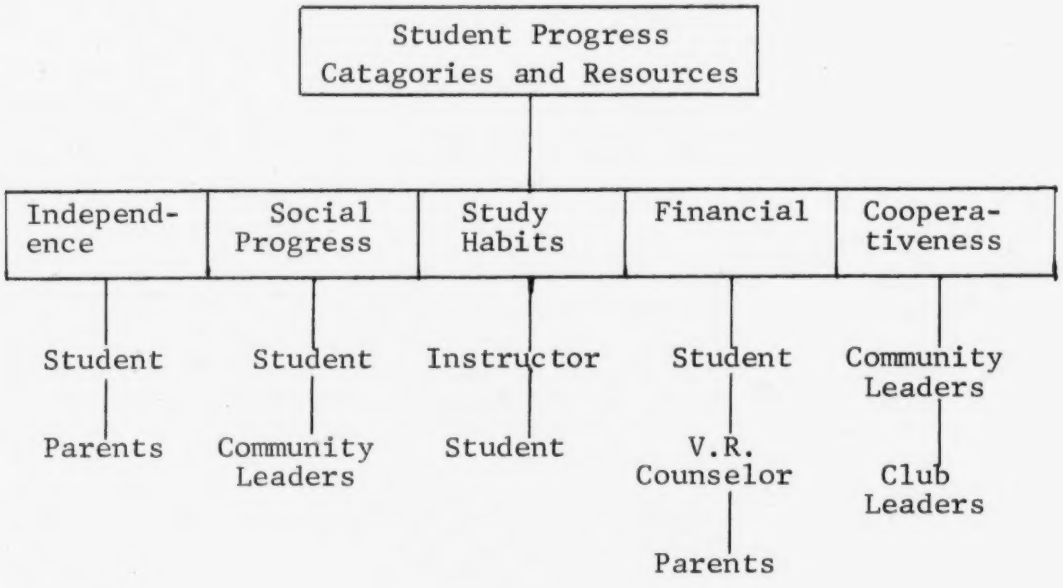
Counselors entered into a cooperative student/counselor relationship with each student and sought to expand this kind of relationship between the student and his environment. This involved student understanding of the need for and value in cooperating with confronting situations and with other individuals. This could have included instructors, counselors, interpreters, classmates, friends, landlords, law enforcement, the government, etc.

Usually, new students had little practical experience

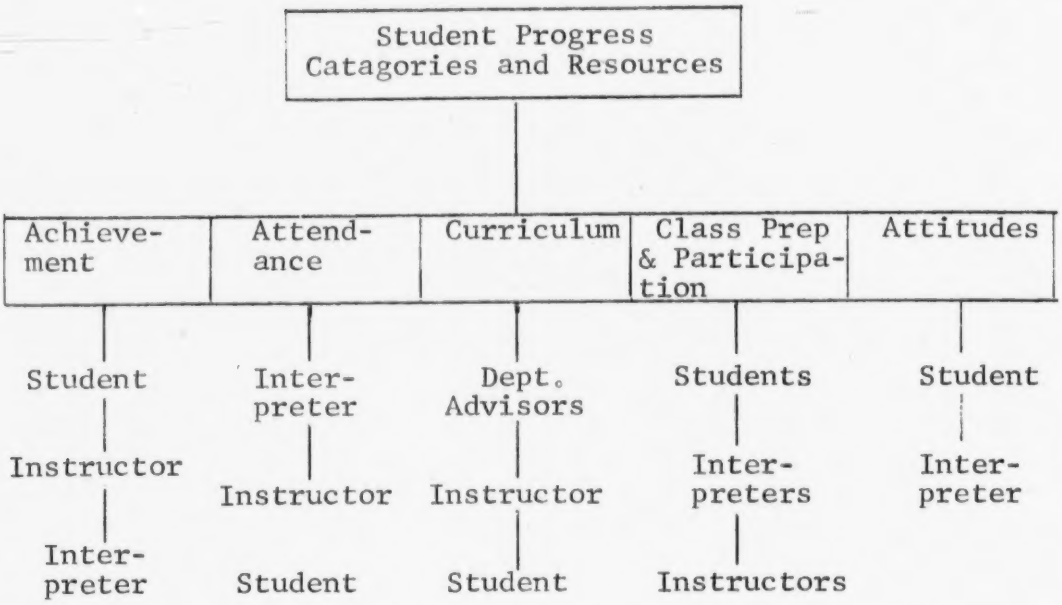
in banking and the management of money. Counselors assisted these new students in opening bank accounts and in budgeting their money on an individual basis.

Counselors worked closely with students as advisors and catalysts concerning the planning and implementation of activities which enhanced the social interactions of students. While getting to know each student personally, the counselors were able to use their professional skills to encourage positive attitudes in the student toward himself, and his society.

COMMUNITY ENVIRONMENT

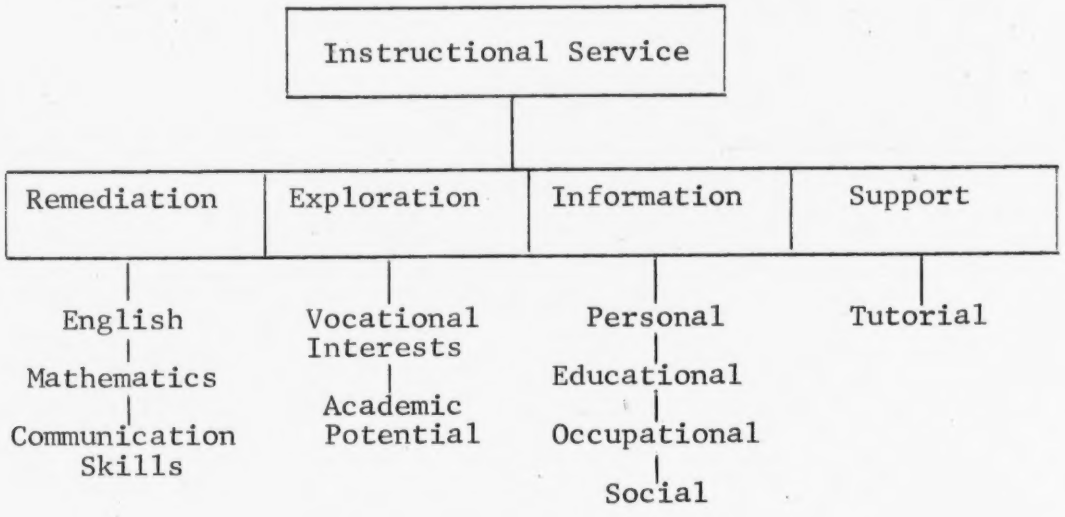


EDUCATIONAL ENVIRONMENT



Instruction

The Instructional Service was designed to prepare young deaf adults for training, to assist them in their training endeavors, and to prepare them for independent living.



Instructional courses offered by the Program assisted first semester students in assessing their academic and vocational potentials, setting vocational goals and prepar- themselves for training. Certain courses offered to new students and to those in their last semester of training enabled these young adults to adjust readily to life in the larger community and the occupational world. Courses such as Developmental English I and II were part of the students' selective training curriculum.

Personal Management I was a two credit hour course offered to new students by one of the student counselors. Contents emphasized the development of independent living skills in school and community life.

I. Life in the New Community

A. Housing

1. Landlords and how to get along with them
2. Responsibilities of a tenant
3. Typical rules and regulations and how to follow them.

B. Budgeting

1. How to organize a budget
2. A suggested priority of money items
3. How to organize the use of your time
4. A suggested priority use of time
5. Developing economical shopping habits

C. Banking

1. Banking services

2. Practicum in opening and maintaining a checking account

D. Personal Care

1. Importance of good grooming
2. Importance of good dress
3. Importance of good nutrition
4. Community health services and practices

E. The Hearing Environment

1. Characteristics of the hearing environment
2. Acceptable manners in the community
3. Utilization of community services

F. The Opposite Sex

1. Biological and emotional differences of the sexes
2. Dating and going steady
3. Recognization of true love
4. Social implications of pre-marital sex
5. Misuses of sex as a substitute for reality

G. Drugs, Alcohol, and Tabacco

1. Hazards of drugs, alcohol, and tobacco
2. Responsibility under the law

II. The School Life

A. The College

1. Characteristics of the classroom.

a. Physical features

b. Methods of instruction utilized

c. Responsibilities of the student

d. Development of relations for social and

academic reasons

B. Campus Organizations

1. Identification of organizations

2. Effective participation

C. Staff Utilization

1. Program for the Deaf

a. Counseling

b. Interpreting

c. Instruction

2. Other college staff

III. Social and Academic Effectiveness

A. Responsibilities to self, school, and community

B. Discussion of personality traits concerned with adjustment to the school and community

C. Getting ready for training

Personal Management II was offered to students in their last semester of training at Delgado for one hour of credit. This course was taught by the student counselor offering Personal Management I and emphasis was on adjustment to the larger community:

I. Civic Responsibility

A. Community Organizations

1. Types

2. Effective participation

B. Organizations for the Deaf

1. Types

2. Effective participation

C. Local and State Government

1. Operation and functions

D. National Government

1. Operation and functions

II. Personal Responsibility

A. Marriage and the Family

B. Insurance

C. Finances

D. Legal Obligations

E. Housing

III. Social Effectiveness

A. Impressions on the Community

B. Interpersonal and Group Relationships

C. Examination of Values and Traits Which Affect Social Acceptance or Rejection

D. Developing Leadership Qualities

IV. The Mature Individual

A. The Life You Live

B. The Decision Making Process

C. You're on Your Own Now

Occupational Information I was offered to new students by a student counselor in the Program for one hour of credit:

I. Why Should You Learn About Jobs?

A. Comparison of School and Job

B. Introduction to the World of Work

C. Characteristics of a Good Worker

D. Vocabulary Development

II. Getting Along with Fellow Workers

A. Acceptable of a Social Role

B. Techniques of Interpreting

C. Personality Make-up

D. Vocabulary Development

III. Are You Willing to Work and Do Your Best?

A. "Whys and Whats" of Holding a Job

B. Worker Attitudes

C. Occupational Information Resources

D. Self-assessment

E. Vocabulary Development

IV. Following Directions and Finishing Your Work

A. Comcepts of Following Directions

B. Paying Attention and Asking Good Questions

C. Vocabulary Development

D. Sustained Effort

V. Being on Time

A. Punctuality Reflects Attitude

B. Punctuality Shows Responsibility

C. Effects of Punctuality

D. Vocabulary Development

VI. Are You Reliable? Can We Depend on You?

A. The Complexities of Absences or Tardiness

B. Reliability and Dependability

C. Exemplified

D. Bona Fide Excuses

VII. Honesty Is Still Best!

A. Values of Honesty and Truthfulness

B. Honesty Exemplified

C. Self-assessment

D. Vocabulary Development

VIII. How to Get a Raise in Salary?

A. Salary vs. Grades

B. Self-Improvement Means Gains

C. Types of Raises

D. Vocabulary Development

IX. Fifty Ways to Lose Your Job

A. Ways to Lose or Retain a Job

B. Comprehensive Review

X. Cooperation is the Basis of Success

A. Why Cooperate

B. How to Cooperate

C. Cooperation Exemplified

D. Self-assessment

E. Vocabulary Development

XI. Your Attitude Means Success or Failure

A. Success Defined

B. Ways to Success

C. Models of Success

D. Self-assessment

E. Vocabulary Development

XII. Course Review

A. Unity of Course Components

B. Question - Answer Session

C. Course Summary

Occupational Information II was designed for students in their last semester of training, and was taught by the student counselor offering Occupational Information I. This two credit hour course was concerned with occupational information and the securing and retaining of employment:

I. Selecting a Specific Job
   A. Job Descriptions
   B. Geographic Factors
   C. Labor Trends
   D. Future of the Job

II. Resume'
   A. Definition
   B. Design
   C. Uses (Whys)
   D. Types
   E. Addendums
   F. Proper and Effective Usage (Hows)
   G. Resume' Design (A Critique)
   H. Updating

III. Application Forms
   A. Types
   B. Using the Resume' with Applications
   C. Homework Follow-up
   D. Techniques for Application Forms
   E. Word Definitions

IV. Looking for a Job

A. State Employment Agencies

B. Private Employment Agencies

C. State Rehabilitation Agencies

D. Personal Effort

V. Preparing for a Job Interview

A. Picking a Specific Job

B. Sell Yourself

C. Tips for Handicapped Job Seekers

D. Helpful Hints for Deaf Job Hunters

VI. The Job Interview

A. Advanced Appointments

B. Proper Dress

C. Preplanning for the Interview

D. Promptness

E. Self Selling (Lecture)

F. Self Selling (Role Playing)

G. Self Selling (Video Taping and Critique)

H. Terminating the Interview

I. Unit Review

VII. Getting the Job

A. Setting Goals

B. Occupational Mobility

C. Salary Schedules

D. Personnel Hierarchies

E. Job Responsibilities

F. Social Aspects of Employment

G. Union Affiliations

H. Fringe Benefits

VIII. Self Employment

A. Positive Factors

B. Negative Factors

IX. Success

A. Indexes

B. Time Tables

C. Self Satisfaction

D. Class Discussion

X. Course Review

A. Seminar Sessions

Introductory English prepared new students for regular college English courses and was offered five hours a week for three hours of credit. The English instructor emphasized the following:

I. Reading Activities

A. SRA Reading for Understanding (individual progress inferential and critical reading ability)

B. Reading Groups (initial placement by Stanford Diagnostic Reading Test)

C. SRA Reading Acceleration (individual guidance from instructor to exceptional students)

D. SRA Dimensions in Reading --- Manpower and Natural Resources. (reading comprehension development at eight different levels beginning with third grade reading level)

E. Noble's Adult Basic Education Series (short reading

selections followed by questions and basic language exercises)

F. Reader's Digest Skill Builder (individual assignments using stories and quizzes for remedial or developmental instruction)

G. New Practice Readers (short reading selections with comprehension and vocabulary questions beginning at the second to third grade level)

H. Paperback Books (used in assigning book reviews and for leisure reading)

I. Magazines (provided information on current events)

J. Introduction to the Short Story

K. Introduction to the Novel, Biography, and Autobiography

II. Writing, Syntax, and Grammar

A. Spontaneous Writing

B. Essay Writing

C. Vocabulary Development

D. Letter Writing

E. Organization and Outlining

F. Syllabication

G. Syntactical and Mechanical Errors in English

III. Resources

A. How to Use the Library

IV. Information Lessons

A. Advertisements Interpretation

B. Propaganda in Advertising

V. Vocabulary

A. Used in Reasoning and Reading Skills

B. Study of Word Roots and Affixes

Developmental English I and II were offered in sequential semesters to those students who entered selective training and would not be needing regular college English as part of their graduation requirements. The English instructor met each of these classes five hours a week for three hours credit to the students.

Developmental English I consisted of the following information:

I. American Language Idioms - Part I

A. Definitions

B. Synonyms

C. Use of Phrases in Context

II. Remedial Reading Laboratory - Part I

A. How to Read Effectively

B. Spelling Techniques

C. Scanning Techniques

D. Individual Evaluation and Instruction to Remediate Specific Problem Areas in Reading

E. Mastery of Dolch Word List and Noble's Essential Word List for Adults

F. Administration of Stanford Diagnostic Reading Test, Level II, Form W at the Beginning of the Semester

III. Syntax and Grammar - Part I

A. Review of Capitalization, Punctuation, and Various

Elements of Style Using a Workbook.

B. Pattern Practice and Study of Syntactical Errors Common Among Deaf Students

IV. How to Study

A. Parts of a Book

B. SQ3R Study Method

C. Interrogative Words: Question Patterns

D. Answering Questions; Repetition of Question Content in Answers

V. Written Notes

A. How to Communicate With a Hearing Person Through Writing

B. Short Cuts to Being Understood

C. Concise Writing

D. Self-expression

E. Role Playing - Communication with Hearing Persons

F. Following Directions; Copying Correctly

VI. Correspondence

A. Personal Letters

B. Letters of Application

C. Greetings and Closings

D. Addressing Envelopes; Zip Codes

E. Business Letters

F. Formal and Informal Letters

G. Handwritten Letters

H. Invitations

I. Appropriate Letters

J. Postcards and Greeting Cards

VII. Introduction to Alphabetic Filing

A. Alphabetical Order

B. Personal Names

C. Business and Firm Names

D. Government and Special Names

E. Numbers and Addresses

VIII. Short Term Paper

A. The student must communicate with a hearing person in the business community and conduct an interview to gather selective information and report in writing and proper English.

Developmental English II included:

I. American Language Idioms - Part II

A. Definitions

B. Synonyms

C. Use of Phrases in Context

II. Remedial Reading Laboratory - Part II

A. Individual Evaluation and Instruction to Remediate Problem Areas in Reading

B. Administer Stanford Diagnostic Reading Test, Level II, Form X at the End of the Semester

III. Syntax and Grammar - Part II

A. Continued Review of Grammar with Workbook

B. Pattern Practice and Study of Syntactial Errors Common Among Deaf Students

IV. Vocabulary Study

A. Use of the Dictionary

B. Roots, Prefixes, and Suffixes

V. The Newspaper

A. Parts

B. Classified Ads

C. Replying to an Ad

D. Headlines

E. Advertising Cycles

VI. Syllabication

A. Rules

B. Word Division in Letter Writing

VII. Postal Regulations and Wire Services

A. Ways of Mailing

B. Stamps

C. Postmarks

D. Zip Codes

E. Mail Rates

F. Money Orders

G. Western Union

H. Express Services

The Vocational Survey course offered first semester students an opportunity for self-apprasial of their vocational skills and interests, vocational advisor assistance in interpreting vocational potential, and preparation for training. This course is designed to offer students "hands-on experience" as part of the guidance process. It was offered five hours a week for three hours of credit and was comprised

of vocational activities in two separate physical areas - Technical-Arts and Business-Arts. Each area was managed by a vocational advisor and students were able to transfer from one area to the other according to their interests.

Technical Arts consisted of the following activities:

I. Introduction to General Shop Practices
   - A. Fire Hazards of the Shop
   - B. Safety Devices in the Shop
   - C. Dangers from Power Equipment
   - D. Illustrations and Safety Rules
   - E. Identification of Tools
   - F. Dangers from Shop Tools
   - G. Maintenance of Tools and the Shop Area
   - H. Identification of Measuring Devices in the Shop
   - I. Reading the Ruler
   - J. Simple Addition and Subtraction of Whole Numbers and Fractions
   - K. Multiplication and Division of Whole Numbers and Fractions
   - L. Projects in Measuring
   - M. Appraisal of student skills
   - N. Instructor Student Conference

II. Drafting
   - A. Terminology
   - B. Use of the Drawing Board and Equipment
   - C. The Lithe Strip
   - D. Types of Lines

E. Drawing Exercises

F. Working Drawing - Trinket Box

G. Appraisal of Student Skills

H. Instructor Student Conference

III. Woodworking and Related Activities

A. How to Measure

B. How to Use the Square

C. How to Cut Wood Properly

D. Practical Application (use of working drawing, cutting, and completing project - trinket box)

E. Appraisal of Student Skills

F. Instructor Student Conference

IV. Metals and Piping

A. Layout of Materials

B. Use of Sheet Metal Equipment

C. Metal Fabrication

D. Piping

E. Appraisal of Student Skills

F. Instructor Student Conference

V. Welding

A. Equipment

B. Running a Bead

C. Cutting

D. Brazing

E. Appraisal of Student Skills

F. Instructor Student Conference

VI. Machine Shop and Related Activities

A. Review of Division, Multiplication, and Fractions

B. Introduction to Decimals

C. Finding and Drilling Centers

D. Straight Cutting

E. Practical Applications

F. Appraisal of Student Skills

G. Instructor Student Conference

VII. Electricity and Related Activities

A. Introduction to

B. Properties

C. Circuits

D. Ohm's Law

E. Appraisal of Student Skills

F. Instructor Student Conference

VIII. Power Mechanics and Related Activities

A. Introduction to Four and Two Cycle Engines

B. Identification of Engine Parts

C. Disassembly and Reassembly of Engines

D. Working Knowledge of the Electrical Systems of Engines

E. Working Knowledge of Carburation System

F. Appraisal of Student Skills

G. Report of Student Abilities and Interests

IX. Conditioning for Appropriate Training Entry Level (four weeks)

Business-Arts activities included the following units of study:

I. Typewriting

A. Vocabulary

B. Introduction to Home Keys

C. Practice

D. Interpretation of Text Instructions

E. Left Shift Key

F. Practice

G. Identification of Machine Parts

H. Practical Exercises

I. Right Shift Key Practice

J. Tabulation

K. Practical Exercises

L. Appraisal of Student Skills

M. Instructor Student Conference

II. Key Punching

A. Vocabulary

B. Introduction to the Punch Card

C. Working Knowledge of Key Punching

D. Use of Punch Cards in Data Processing

E. Appraisal of Student Skills

F. Instructor Student Conference

III. Accounting

A. Vocabulary and Terminology

B. Practical Applications (recording of transactions)

C. Introduction to the Ledger

D. Practical Applications

E. Introduction to Accounting Statements

F. Practical Applications (accounting cycle)

IV. Math Fundamentals

A. Addition

B. Subtraction

C. Multiplication

D. Division

E. Solving Written Problems

F. Appraisal of Student Skills

G. Instructor Student Conference

V. Art

A. Introduction to Art

B. Lettering and Numbering

C. Advertisements - Practical Application

D. Sketches - Practical Application

E. Report of Student Abilities and Interest

VI. Conditioning for Appropirate Training Entry Level (four weeks)

A Communication Skills course was taught by one of the senior interpreters. New students improved their capacity to communicate effectively in signs and fingerspelling and learned to utilize the interpreter more efficiently. Classes met three hours a week and emphasized the following:

I. Written Communication

A. Assessment - Essay Writing

B. Prefix and Suffix Signs

C. Vocabulary

D. Corresponding Practice Exercises

E. Review of Unit

II. Development of Basic Signs and Fingerspelling

A. Introduction to Fingerspelling and Basic Signs

B. Practice

C. Practical Application (use of video for student presentation)

D. Review of Signs and Sign Formation

III. Development of Manual and Oral Communication

A. Introduction of New Signs

B. Practice Exercises

C. Video Presentations and Critiques

IV. Utilization of the Interpreter

A. Guest Lecturers with Instructor Interpreting

B. Written Evaluations

C. Reviews and Critiques

The English instructor, the two vocational advisors, and the interpreters were available to training students for tutoring purposes.

Interpreting

The interpreting service served the communication needs of training students and provided program staff with assistance in the areas of counseling and tutoring.

Many of the interpreters employed by the program were from homes where both parents were deaf and the primary means of communication was manual. From an early age the interpreters were utilized by their parents to facilitate

communication with the hearing community and also were expected to participate in social functions of the deaf community. As a result, they grew up with an awareness of the world of deafness.

Most of the interpreters were formerly employed by the business world, while a few had experiences related to the education of the deaf. They brought with them colloquial and local signs and were proficient in fingerspelling.

The interpreters were expected to function as commuication specialists for deaf students in training classes, and as aides to the counselors and instructors in the program. In-service education was vital in assisting the interpreter to function in their roles. The following is a typical interpreter in-service education program.

DELGADO JUNIOR COLLEGE PROGRAM FOR THE DEAF

Interpreter Workshop
December 15,16,17,20,21, 1971

LOCATION: Rehabilitation Center Conference Room

DATE	TIME	TOPIC	MODERATOR
Dec.15	9:10-12:00	Presentation and discussion of new signs to be taped	Childress
	12-1:00	Lunch	
	1:00-2:00	Continuation of Discussion	Childress
	2:00-3:00	Explanation of filming set up and schedule	Childress
Dec.16	9:00-12:00	Taping of new signs	Childress
	12-1:00	Lunch	
	1:00-3:00	Review of tapes	Childress
Dec.17	9:00-12:00	Panel Discussion (Interpreters) suggested Oreintation for new interpreters	Guidry
	12-1:00	Lunch	
	1:00-2:00	Panel Discussion (Interpreters) Suggested revision in interpreter service policy	Guidry
	2:00-3:00	Summary	Guidry
Dec.20	9:00-10:00	Counseling Services (Pierce)	Guidry
	10:00-11:00	What's expected of the interpreter (Henderson & Broecker)	Guidry
	11:00-12:00	Discussion	Guidry
	12-1:00	Lunch	
	1:00-2:00	Preparatory and supportive services (Gagnard)	Childress
	2:00-3:00	Discussion	Childress

Dec.21	9:00-11:00	Role of Interpreter a. As an Interpreter b. As a Counselor Aide c. As a Supportive Aide	Wells
		Job Descriptions a. Senior Interpreters b. Interpreters	Wells
		Policy Affecting Interpreter Service	Wells
	11:00-12:00	Discussion	Wells
	12-1:00	Lunch	
	1:00-3:00	General Discussion	Guidry

Two references were used by the interpreting service to standardize sign language among the interpreting staff. These were: A Basic Course in Manual Communication, published by the National Association of the Deaf in 1969, under the direction of Terrence O'Rourke, and Signs for Instructional Purposes, published by the Gallaudet College Press by Barbara M. Kannapell, Lillian B. Hamilton, and Harry Bornstein, 1969.

Using signs and fingerspelling while mouthing the words, interpreters soon become proficient in the simultaneous method of communication.

Interpreters wore dark blue uniforms and stood in front of portable screens in the classroom to provide students with a physical background conducive to good reception. As the interpreters experienced technical, vocational, and academic vocabulary and terminology for which there were no known signs, they developed their own on a group basis and

catalogued these on cards for future reference and in-service education.

As counselor aides, the interpreters were requested by the counseling service to observe student performance in the classroom and report this information orally and in written form to the counselors.

Interpreters were assigned a specific number of interpretering hours each semester. Time was allowed for the writing of counselor monitoring reports, providing tutorial assistance, in-service education, special projects and outside activities sponsored by the college.

INTERPRETER UTILIZATION

Hours Interpreted 1971-72 Grant Year

Interpreter	Class-room	+ Labs +	Night Classes	= TOTAL	Special Project	+ Outside Activities	= TOTAL	Grand TOTAL
I	166			166		1	1	167
II	717½	20		737½	40½	6½	47	784½
III	564	30		594	44½	4½	49	643
IV	600			600	73		73	673
V	679	37	3	719	58½	3	61½	780½
VI	417	36	152½	605½	80½		80½	686
VII	570½		3	573½	65		65	638½
VIII	475		15	490	61½		61½	551½
IX	299½			299½	26½		26½	326
X	29½		36	65½				65½
XI	44½			44½				44½
XII	742		223	965	104½	11½	116	1081
Staff	46			46				46
TOTALS	5350½	123	432½	5906	454½	26.5	581	6487

Two interpreters were employed full time by the program and seven to eight were employed on a part time basis. Part time employees were paid according to years of interpreting experience and demonstrated skill proficiency.

Assignment of the most skilled interpreters was made to full lecture courses such as English, business law, sociology, etc. Lesser skills were required for interpreting lab-lecture courses. When possible, assignments were made according to the subject matter interests or previous work experience of interpreters and with the objective of minimizing walking time between classes for the interpreters.

Interpreters tended to cover the same courses each semester, thereby becoming familiar with teaching methods, class requirements, and specific terminology and vocabulary utilized in those courses. This increased the interpreter's ability to provide interpreting services and tutorial assistance to students.

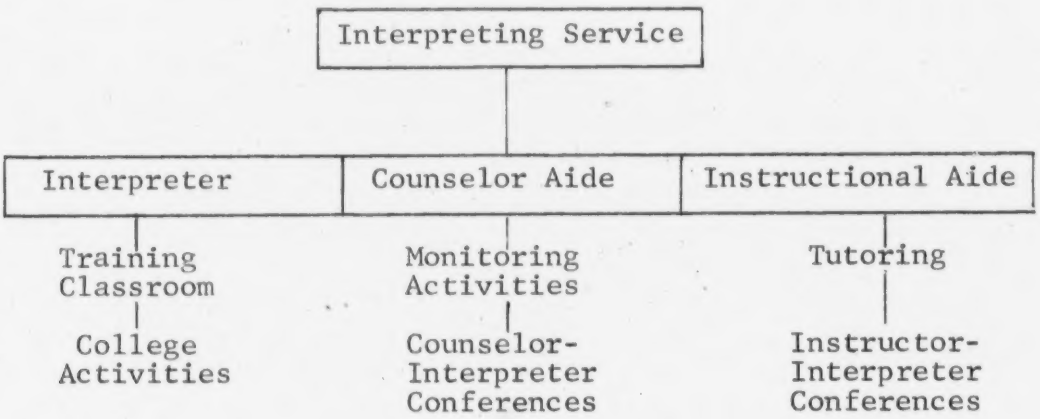
The interpreter's schedule began to formalize at preregistration when training students were scheduling classes for the following semester. As approximate number of interpreting hours could be determined, as well as the type of courses to be anticipated. Later during registration new students were scheduled for some training courses and returning students often made section or course changes. After two weeks into the semester interpreter schedules could validly finalize.

The interpreters and deaf students were well accepted

by the training instructors and hearing students. When interpreting a course for the first time, the interpreter would introduce himself or herself and the deaf student or students to the instructor. The interpreter explained her role to the instructor and functioned under his direction while in the classroom. Hearing students observed communication between interpreters and deaf students in the classroom and at various school functions. As a result, many entered communication skills classes offered in the Continuing Education Division, and were soon communicating with the deaf students themselves.

Interpreters were encouraged to maintain professional rapport with the deaf students and not become involved in their personal problems or provide students with a paternalistic or maternalistic outlet. Rather, they encouraged the students toward independency.

The interpreting service served the needs of both students and staff.



PERSONNEL

The Assistant Administrator (Program Director) was responsible to the Administrator of the Rehabilitation Division for the administration and coordination of all program activities. His duties consisted of the following:

1. Consulted with the administrator and recommended curricula, policy, and operational changes concerning the program
2. Assisted in the preparation of budgets and allocation of funds
3. Reviewed all referrals and conducted all staffings
4. Supervised and consulted staff in administration, professional service problems, and program objectives
5. Developed standards and objectives for program services
6. Participated in research data collection
7. Participated in activities pertaining to the education and rehabilitation of the deaf at state and national conferences and workshops
8. Performed all duties related to program operation.

The program counselor was responsible to the program director for supervision of the counseling service and coordination of activities to meet the needs of all training students. Training students were those referrals who went into full training immediately or had completed first

semester preparation courses offered by the program and entered their second semester at Delgado. In the absence of the program director the program counselor was responsible for operations. His work included the following duties:

1. Provided for distribution of application forms and assimilated student data for admission staffings
2. Maintained liaison between the program and vocational rehabilitation counselors, parents, schools for the deaf, college services, and off-campus student housing
3. Provided referring vocational rehabilitation counselors, parents, and students with a list of off-campus housing and information pertinent to the environmental adjustment of new students
4. Provided new students with counseling contact immediately upon their arrival and extended contacts on an assigned and regular basis as needed
5. Provided for counseling service participation in student orientations and for the registration of all students
6. Provided all students with academic, vocational, social, personal, and financial counseling
7. Assisted in formulating interpreter schedules following student registrations
8. Provided for the professional monitoring of student progress in the training classroom and facilitated

their referral for tutoring purposes

9. Participated in all staffings
10. Took part in research data collection
11. Maintained records and procedures appropriate to effective counseling services and the orderly presentation of student process
12. Kept the program director, counselors, instructors, students, and others appropriately informed and up-to-date regarding data pertinent to student success and program effectiveness
13. Recommended to the program director curricula policy or operational changes concerning the counseling service and program
14. Performed all duties pertaining to the interests of the program and students.

The chairman of instructional services was responsible to the program director for supervision of the instructional service and coordination of activities to meet the needs of preparatory students. Preparatory students were those referrals who enrolled in at least one first semester course offered by the program. As a vocational advisor he instructed students and assessed their vocational potential in business-art activities as part of the vocational survey course offered by the program. He also performed the following:

1. Provided for the orientation of new students and their registration

2. Provided students with program curricula pertinent to their preparation for training, the larger community, and the world of work
3. Provided for and tutored students
4. Participated in all staffings
5. Facilitated the collection of research data
6. Maintained records and procedures appropriate to effective instructional services
7. Recommended to the program director recording procedures and reports which would communicate student progress to all appropriate parties
8. Kept the program director, instructor, counselors, students, and others appropriately informed and up-to-date regarding student data and program effectiveness
9. Recommended to the program director curricula, policy or operational changes concerning the instructural service and program
10. Performed all duties pertaining to the interests of the program and students.

The senior interpreter was responsible to the program director for supervision of the interpreting service and coordination of related activities to meet the needs of students. Duties performed included the following:

1. Provided for interpreting services participation in student orientation and registration
2. Assigned interpreters to training classes

3. Provided for interpreting services at school sponsored activities
4. Provided for the monitoring of student classroom performance under direction of the counseling staff and reported this data to the counselors
5. Provided interpreters with a work schedule which included the opportunity for in-service education and tutoring of students
6. Maintained records and procedures appropriate to effective interpreter services
7. Kept the program director, counselors, instructors, and others appropriately informed and up-to-date regarding program effectiveness
8. Recommended to the program director policy or operational changes concerning the interpreting service and program
9. Performed all duties pertaining to the interests of the program and students
10. Interpretered and performed related duties
11. Took part in research data collection.

Two student counselors were directly responsible to the program counselor for providing students with effective academic, vocational, social, personal, and financial counseling and performing related duties. They were also directly responsible to the chairman of instructional services for teaching courses prescribed by the program. These included Personal Management I and II and Occupational Information I

and II. This dual role enabled the student counselor to personally evaluate the academic skills of new students, translate counseling experiences into instructional material, and assess instructional effectiveness through the medium of counseling. The student counselors:

1. Assimilated student data from professional sources and from the student himself
2. Were eclectic in their counseling approach
3. Participated in student orientations, preparatory placement staffings, training placement staffings and any other special staffings on students
4. Contacted new students immediately upon their arrival and extended these contacts on an assigned and regular basis as needed
5. Registered all students, monitored their educational and community process, and maintained up-to-date records reflecting student progress
6. Assisted students in preparing trial class schedules and in meeting all educational requirements for graduation
7. Referred students in training to appropriate program staff for tutoring purposes
8. Served as advisors to student organizations sponsored by the program
9. Took part in research data collection
10. Kept the program counselor and chairman of instructional services informed regarding counseling or

instructional needs of the students

11. Performed public relations services for the program by contacting students interested in attending Delgado
12. Performed all duties pertaining to program and student interests
13. Maintained records of student progress in the personal management or occupational information classes and provided academic and vocational information to both staff and students for appropriate academic and occupational planning.

The vocational advisor's responsibilities were discussed under chairman of instructional services. It was pointed out that a vocational survey course was offered by the program for assessment of the vocational potential of new students. The chairman of the instructional services also served as the Business-Arts vocational advisor. Another part of the vocational survey course was the Technical-Arts area served by a full time vocational advisor. The vocational advisor had the following responsibilities:

1. Organized vocational activities related to the college training curriculum and assisted new students in exploring their interests in these various activities
2. Assisted vocational survey students in interpreting their vocational potential in all activities
3. Maintained records of student progress, kept students informed of their progress, and provided staff with

information appropriate to academic and vocational planning

4. Participated in student orientation, preparatory placement staffings, training placement staffings and any other special staffings on students
5. Took part in research data collection
6. Kept the chairman of instructional services, and other appropriate staff informed of student needs on a continuing basis
7. Performed all duties pertaining to program and student interests.

The English instructor was responsible to the chairman of instructional services for teaching all English classes offered by the program and for tutoring students enrolled in college English classes. Other duties included the following:

1. Maintained records of student progress, kept students informed of their progress, and provided staff with information appropriate to academic and vocational planning.
2. Participated in student orientation, preparatory placement staffings, training placement staffings and any other special staffings on students
3. Took part in research data collection
4. Kept the chairman of instructional services, and other appropriate staff informed of student needs on a continuing basis

5. Performed all duties pertaining to program and student interests.

One of the interpreters had the additional responsibility of teaching communication skills to the students. In this capacity she was directly responsible to the chairman of instructional services for the following:

1. Maintained records of student progress, kept students informed of their progress, and provided staff with information appropriate to academic and vocational planning.
2. Participated in student orientation, preparatory placement staffings, training placement staffings and any other special staffings on students
3. Took part in research data collection
4. Kept the chairman of instructional services, and other appropriate staff informed of student needs on a continuing basis
5. Performed all duties pertaining to program and student interests.

The educational interpreters were responsible to the senior interpreter for interpreting and translating information in training classes and at college sponsored student activities in which deaf students were enrolled or involved. They also performed the following duties:

1. Arranged for voluntary notetakers in the training classroom
2. Monitored student classroom performance and

communicated this information to the counseling service

3. Tutored students under guidance of the program instructors.

The interpreters used the simultaneous method of communication in interpreting and/or translating the thoughts and intent of the speaker to students and reverse interpreted for students.

STUDENT PROGRESS

Admissions

Potential students applied for admission through their local state vocational rehabilitation agency. Students who wrote directly to the program were sent information and applications and asked to contact their local vocational rehabilitation counselor. Applications and additional materials were forwarded to the program well in advance of the requested semester of entrance.

Upon receipt of appropriate data (see appendix pages 92 to 113) an admissions committee, with representatives from program administration, the counseling service, instructional service, and Louisiana State Vocational Rehabilitation, reviewed the information. Vocational rehabilitation counselors were notified promptly concerning the acceptance or rejection of their referrals. When a student was rejected the admissions committee was able to give the referring vocational rehabilitation counselor alternate recommendations concerning his client.

1. Applicants were 16 years of age or above and were referred through their state vocational rehabilitation agency.
2. Hearing loss was considered to be so severe as to make regular classroom functioning inadequate without the use of special services.
3. Reading and mathematical functioning levels were

approximately fifth grade. Flexibility was allowed with consideration for academic data from programs, schools and/or colleges previously attended by the applicants. Academic potential information was often provided by former instructors, evaluators, counselors, etc.

4. Applicants were not accepted if they possessed other physical or mental handicaps that would prevent them from utilizing program services.

Students who were accepted received infromation needed to make their transfer to Delgado as easy as possible. Referring vocational rehabilitation counselors were also provided with information for the orderly transition of their client and for writing vocational rehabilitation plans.

Student Orientation (see appendix page 104)

Students who were accepted by the admissions committee were given a specific reporting date which was usually five to ten days before the start of the spring or fall semester. This period of time was used to orient students to their new environment, measure their English and math skills, measure aptitudes and general intelligence, and assess their adjustment potential in terms of their new educational and community environment. Their ability to utilize an educational interpreter and their vocational interests were also assessed.

Students received information concerning the program, college, and community services, housing, and miscellaneous

items pertinent to independent daily living. Tests administered included the Stanford Achievement Test, Intermediate Level I; the General Aptitude Test Battery; the Revised Beta Examination; and the Wechsler Adult Intelligence Scale (performance part). Each student was interviewed by the student counselors, the communication skills instructor, and a vocational advisor, respectively, for an evaluation of probable student counseling needs, communication skills, and vocational aspirations.

Preparatory Placement Staffing (see appendix page 106)

Preparatory placement staffings were held on each new student toward the end of the orientation period. The purpose of these staffings was to analyze student personal, academic, and vocational data, note counseling needs, and prescribe specific first semester courses for each student. The staffing committee comprised of counselors, instructors, and the program director, considered the following student information:

1. Vocational rehabilitation basic information
2. Admission committee report
3. Communication skills proficiency
4. Vocational interests
5. Academic and vocational potential as indicated by program testing
6. Adjustment potential indications.

Each staff member contributed to a profile on the strengths and needs of each new student; specific counseling

plans were noted; and the student received staff guidance in selecting first semester courses appropriate to his indicated academic and vocational potential.

The counselors met with each student, individually, after the staffings and assisted the student in preparing a class schedule for registration.

The class schedule determined the first semester program classification of a student as preparatory, preparatory-training, or training.

A preparatory student scheduled a full load from the following preparatory courses:

1. Introductory English
2. Developmental English
3. Survey of Vocational Interests
4. Personal Management I
5. Occupational Information I
6. Communication Skills I

In addition to the above courses a preparatory student also scheduled a basic math course in the college itself.

A preparatory-training student could schedule some preparatory courses plus one or more regular college training courses other than basic mathematics.

A training student scheduled only regular college courses.

The Student's First Semester

During this semester most students were going through a period of adjustment. Living skills were developed to cope

with the new community and school enviornment. Academic requirements, new educational and vocational information, the use of regular community and school services, new peer group formations, self-discipline requirements, new relationships with hearing people and many other variables were at work molding and remolding student self-concepts.

The counseling service monitored the adjustment progress of each new student through individual and group counseling sessions, interpreter monitoring reports, staff conferences and visits with students living off campus.

The instructional service provided students with selected preparation in the areas of academic and vocational endeavors, employment, and adjustment and also tutored students needing assistance with training subjects.

The interpreter service served these students in regular training courses by interpreting instruction and by observing student performance in the courses under direction of the counseling service.

Training Placement Staffing (see appendix page 108)

Toward the end of the semester new students were again staffed by the counselors, instructors, and the program director. The purpose of these staffings was to review student progress, make academic and vocational recomendations congruent with student interests and determine specific student needs. The staffing committee considered the following student information:

1. Academic and vocational achievement

2. Vocational interests

3. Communication skills proficiency

4. Adjustment progress and counseling needs.

A training placement staffing report was sent to referring vocational rehabilitation counselors.

Staffing recommendations included training at Delgado, transfer to a facility more commensurate with student abilities and interests, on-the-job training, or employment.

Training and Placement

Students in training classes found the counseling service to be the major catalyst in meeting their educational needs. Counselors worked closely with the training faculty, the program staff, and others in providing students with curriculum guidance, information, and tutoring necessary to successful completion of studies at Delgado.

Those students remaining in Louisiana after graduation were assisted in finding employment through Louisiana State Vocational Rehabilitation, the Louisiana Employment Service, Delgado Jr. College, and private contacts. The person responsible for coordinating placement activities was the program counselor. In most cases, however, students returned to their home state and were placed in employment by their referring vocational rehabilitation counselor.

STUDENT PROGRESS
FIRST SEMESTER

INFORMATION	STAFFINGS	STATUS
1. Vocational Rehabilitation	2. ADMISSION	3. Eligibility Determination
4. Initial Interviews Standardized Testing Program Orientation	5. INITIAL EDUCATIONAL PLACEMENT	6. Preparatory Prep - Training Training
7. Adjustment Academic Achievement Vocational Skills Vocational Objectives	8. FINAL EDUCATIONAL PLACEMENT	9. Training - Delgado On-the-job Training Transfer to other training programs Employment

CHAPTER THREE

RESULTS

PRE-ADMISSION DATA

During the period covered by this report, a total of 333 students or prospective students applied to and were processed by the program. Of these, 202 or about six out of ten were accepted into the program as shown in Table 1. (Nine semester groups of students totaled 202. A tenth semester group was not included because preparation of final report was already under way.)

TABLE 1
ADMISSION DECISION REGARDING APPLICANTS

	No.	%
Accepted	202	61
Rejected	45	14
*Accepted but did not enter	86	25
Total	333	100

* The 86 students who were "accepted but did not enter" failed to enter for the following reasons:

a. Attended other program

b. Employment

c. Marriage

d. Personal reasons

e. Financial difficulties

The number applying to the program and on which decisions were made for each of the nine semesters varied from 20 to 64 per semester as shown in Table 2.

The largest number of applicants was received during the fall and spring semesters of 1970-71. This was due to public relations activities including the mailing of brochures, college catalogues and visits to various vocational rehabilitation agencies and schools for the deaf. The slight decline in applications experienced in the spring and fall semesters of 1972 is attributed to the establishment of other programs at state and local levels. Many state vocational rehabilitation agencies were encouraged to utilize newly established programs within their respective states rather than Delgado or other regional programs.

TABLE 2
STUDENT APPLICATIONS BY SEMESTER

	No.	%
Fall 1968	20	6
Spring 1969	25	7
Fall 1969	36	11
Spring 1970	42	13
Fall 1970	64	19
Spring 1971	22	7
Fall 1971	58	17
Spring 1972	31	9
Fall 1972	35	11
Total	333	100

Over half of those persons rejected were refused entrance into the program for academic reasons as shown by

Table 3.

TABLE 3
REASON FOR REJECTION OF APPLICANTS

	No.	%
Academic	22	49
Social	05	11
Both	03	07
Other	10	22
No Information	05	11
Total	45	100

Students were rejected for academic reasons by the Admissions Committee when basic academic achievement information provided by vocational rehabilitation indicated that a student was not able to meet preparatory course requirements in the Program for the Deaf. In this case, a more appropriate facility was recommended.

Students were rejected for social reasons when a review of their past social behavior indicated extremely low potential for adjusting to the New Orleans and/or Delgado Junior College environment, and there was a good possibility that their presence would be detrimental to the success of other students. Other students were rejected because they possessed an additional physical and/or emotional handicap clearly requiring the services of a different type of program.

Population

The typical student applying to the program was 20 years of age (25%) was most likely to have given an address in Region VII of the HEW (39%) from Arkansas, Louisiana, New Mexico, Okalhoma and Texas, white (82%), Protestant (50%), had been in a residential school prior to applying to Delgado (73%), had a manual communications background (70%), had prelingual deafness (73%), had an academic diploma (46%), had no or only unskilled work experience (35%), was rated as "poor" in speech understandability by the interpreter (28%), had a hearing loss of 90-110 decibels (51%). Only 10% of the students had some other disability than deafness.

Details on these pre-admission characteristics are shown in Tables 4 through 14 following. (The "no information" category in these tables is the result of failure of some students to provide data on the application form and on occasion of changes in data collection plans in the program as it developed.)

As shown in Table 4 below, most applicants were slightly over the usual age for college entrance but still rather young individuals.

TABLE 4
AGE AT APPLICATION

Age	No.	%
16 - 17	8	2
18 - 19	186	55
20 - 21	81	24
22 - 23	23	9
24 - 25	7	2
26 - 27	5	2
28 - 29	0	0
30 - 31	0	0
32 - 33	0	0
34 - 42	1	0
No Information	22	6
Total	333	100

Most applicants were from states located in Southeastern and Southwestern parts of the United States followed by a large proportion of applicants from the Northeastern and North Central states. Based upon the home state distribution of applicants, the project is serving national, as well as regional needs.

TABLE 5
REGION OF COUNTRY FROM WHICH APPLICANT CAME

HEW Region	No.	%
Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island & Vermont	8	02
Delaware, New Jersey, New York, Pennsylvania	29	09
District of Columbia, Kentucky, Maryland, North Carolina, Virginia, West Virginia, Puerto Rico & Virgin Islands	40	12
Alabama, Florida, Georgia, Mississippi South Carolina & Tennessee	58	17
Illinois, Indiana, Michigan, Ohio, & Wisconsin	43	13
Iowa, Kansas, Missouri Minnesota, Nebraska, North Dakota & South Dakota	9	03
Arkansas, Louisiana, New Mexico, Oklahoma, & Texas	128	39
Colorado, Idaho, Montana, Utah, & Wyoming	0	0
Arizona, California, Nevada, Hawaii, Guam & American Samoa, Washington, Oregon, & Alaska	14	04
No Information	4	01
Total	333	100

The racial distributions of applicants to the program was more predominantly white than racial distributions in the areas from which they came although recruitment efforts included schools serving both black and white students.

TABLE 6
RACE OF APPLICANTS

	No.	%
White	270	82
Black	25	08
Other	4	01
No Information	34	9
Total	333	100

Though most students were Protestants, the per cent of Catholics was larger than in the United States as a whole and reflected the larger per cent of Catholics in the south Louisiana area.

TABLE 7
RELIGION OF APPLICANTS

	No.	%
Catholic	103	30
Protestant	165	50
Jewish	9	03
Other	11	03
None	13	04
No Information	32	10
Total	333	100

About three out of four students had been in a residential type school prior to applying to Delgado, had only a manual background and had prelingual deafness. (See Tables 8, 9, & 10 following.)

TABLE 8
PREVIOUS TYPE OF SCHOOLING OF APPLICANTS

	No.	%
Day	63	20
Residential	246	73
No Information	24	07
Total	333	100

TABLE 9
COMMUNICATION BACKGROUND OF APPLICANT*

	No.	%
Oral	51	15
Manual	232	70
None	0	0
No Information	50	15
Total	333	100

* Oral or manual refers to the primary type of communication at the time of application.

TABLE 10
TIME OF ONSET OF DEAFNESS OF APPLICANTS

	No.	%
Prelingual deafness	245	73
Postlingual deafness	33	10
No Information	55	17
Total	333	100

Prelingual deafness refers to hearing loss at birth or prior to the time speech would have developed. In most cases the prelingual deaf individual has little or no understandable speech at time of application.

Postlingual deafness refers to hearing loss after speech has been acquired. Usually, speech is understandable at time of application.

Half of the students had an academic diploma and almost a third had a vocational one. However, this table indicates far more academic than vocational diplomas. It should be noted that there is little standardization among schools for the deaf concerning requirements for their indicators of achievement.

Vocational and academic diplomas refer to the level of achievement at the secondary level. A vocational diploma is awarded by schools for the deaf to those students who have gained proficiency in a vocational training area whereas achievement in academic classes was minimal. Academic diplomas are generally awarded to students achieving a specific level of achievement. Non-graduates are those who received neither diplomas but displayed acceptable achievement for staffing purposes.

TABLE 11
PRIOR EDUCATIONAL ACHIEVEMENT OF APPLICANTS

	No.	%
Vocational diploma	94	29
Academic diploma	154	46
Non-graduate	31	09
No Information	54	16
Total	333	100

About one-fifth of the students had no work experience and about the same proportion had worked as only unskilled blue collar employees. Only five students in one hundred had worked at the highest paying jobs, skilled white collar workers. The fact that the largest number of students had no prior work experience supports the need for exposure to various types of vocational activities prior to entering training and also supports the need for occupational information.

TABLE 12
WORK EXPERIENCE OF APPLICANTS

	No.	%
Skilled white collar	16	05
Unskilled white collar	17	05
Blue Collar	33	10
Unskilled blue collar	57	17
Service profession	29	09
None	181	54
Total	333	100

There was a wide and varied range of speech understandability as rated by the vocational rehabilitation counselor. About an equal number of students were rated good and fair, and a slightly larger number were rated poor. Because this was a subjective rating, however, its reliability may be open to some question.

TABLE 13
SPEECH UNDERSTANDABILITY OF APPLICANTS

	No.	%
Good	65	19.5
Fair	62	18.7
Poor	92	27.6
None	49	14.7
No Information	65	19.5
Total	333	100.0

The range of hearing loss for approximately 80 percent of the students was between 70 and 130 decibels and was very similar for both the hearing loss in the right and left ear. This data was compiled from information provided by vocational rehabilitation counselors on the student admission application form.

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TABLE 14
HEARING LOSS--LEFT AND RIGHT EAR IN DECIBELS--
OF APPLICANTS

	Loss Left Ear		Loss Right Ear	
	No.	%	No.	%
0- 39.9	00	00	1	00
40.0- 49.9	6	12	5	02
50.0- 59.9	09	03	11	04
60.0- 69.9	26	08	26	08
70.0- 79.9	29	09	38	11
80.0- 89.9	51	15	50	15
90.0- 99.9	76	22	73	22
100.0-109.9	72	22	68	20
110.0-119.9	12	04	10	03
120.0-129.9	1	00	1	00
No Information	51	15	50	15
Total	333	100	333	100

POST ADMISSION DATA

Students entering the program were administered the WAIS and scores ranged from 73 to 144 with 72% being between 90 to 119, low average to high average. (The reason for "no information" on 37 students was the decision to use this test after the project had been underway for some time.)

TABLE 15
RANGE OF WAIS SCORES OF STUDENTS ENTERING THE PROGRAM

	No. of Students	%
70- 79	2	1
80- 89	13	06
90- 99	27	13
100-109	50	24
110-119	42	21
120-129	22	11
130-139	7	03
140-149	2	01
No Information	37	20
Totals	202	100

Data from test scores on the CAT or the SAT obtained from students shortly after their entrance into the preparatory semester (pre-test) and again at the end of the preparatory semester (post-test) provided the most objective measures of student progress in the program.

The groups entering during the first semesters (N-74) took the CAT (California Achievement Test) and the group entering during the last five semesters took the SAT (Stanford Achievement Test) (N=12). Because scores are not comparable, findings are presented separately for those two tests.

For groups one through four, post-test scores showed an

increase in eight out of ten variables including the total math, total language and the total battery. The greatest increase was in arithmetic fundamentals and arithmetic reasoning. See Table 16 below.

TABLE 16
CALIFORNIA ACHIEVEMENT TEST JUNIOR HIGH LEVEL, FORMS W,X
MEAN SCORES OF APPLICANTS
Group I through IV
(Entering Program Fall, 1968-Spring, 1970)

	Pretest (N=74)		Posttest (N=54-65)		
Name of Test	Means	Standard Deviat.	Means	Standard Deviat.	
Vocab.	6.5	1.5	5.7	2.9	N=65
Comp	7.6	1.2	6.8	3.2	N=65
Reading	7.2	1.2	7.5	1.5	N=55
Reason. Arith.	8.2	1.4	9.2	1.3	N=54
Fund. Arith.	8.8	1.6	10.0	1.7	N-54
Total Math	8.6	1.4	9.6	1.4	N=54
Mechan. of English	8.8	1.2	9.1	0.9	N=54
Spelling	9.2	1.8	9.9	1.7	N=54
Total Language	8.8	1.1	9.3	0.9	N=54
Total Battery	8.3	1.0	8.9	0.9	N=54

For groups five through nine, the post test scores show considerably less change. Though three scores were higher, four scores were lower. It would appear that all of these small changes were within the chance range. These findings appear to show that either the SAT did not measure the students' learning or that there was less change in the last

four semesters than in earlier ones.

TABLE 17
STANFORD ACHIEVEMENT TEST INTERMEDIATE LEVEL I, FORMS W,X
Groups V through IX
(Entering Program Fall, 1970-Fall, 1972)

	Pretest (N=74)		Post test (N=90-78)		
Name of Test	Means	Standard Deviat.	Means	Standard Deviat.	
Word Meaning	4.4	1.0	3.7	1.7	N=90
Paragraph Meaning	4.3	1.2	3.9	1.8	N=79
Spelling	7.0	1.6	6.9	1.7	N=79
Word Study Skills	3.2	1.3	3.1	1.2	N=79
Language	4.9	1.7	5.0	1.5	N=79
Arith.Computation	6.8	1.7	7.1	1.6	N=79
Arith.Concepts	5.6	1.3	5.8	1.3	N=79
Arith.Application	5.4	1.5	5.1	1.6	N=79
Social Studies	5.7	1.4	5.2	1.3	N=78
Science	4.6	1.3	4.6	1.2	N=78

Because there were no previous scores from which to make comparisons it is not possible to indicate whether Beta or the GATB scores showed below changed while the students were in the program. These were given after the students entered the program and are thus listed here. The Revised Beta Examination, a group administered intelligence test, was given to 154 students at the beginning of the semester. Scores ranged from 76 - 128 with a mean of 105 and a standard deviation of 10.5.

The GATB, General Aptitude Test Battery, containes 12

subtests which measure the following aptitudes: General Intelligence, Verbal, Numerical, Spatial, Form Perception, Clerical, Motor Coordination, Finger Dexterity and Manual Dexterity and was administered to 133 students. Scores are shown in Table 18 below.

TABLE 18
GATB SCORES OF STUDENTS WHO ENTERED THE PROGRAM

N = 133

Name of Subtest	Mean	Standard Deviation	Range
V	75.9	6.5	65-100
N	88.1	15.5	46-123
S	106.1	21.8	68-156
P	111.9	22.0	55-166
Q	106.3	16.2	66-144
K	97.0	21.9	37-138
F	91.5	24.8	11-145
M	83.0	26.0	12-134

Vocational Guidance

Based on information about studies offered at Delgado, students were asked to note their vocational interests on the entrance application form. Their first choice was selected and classified according to the following programs of study offered by Delgado:

Allied Health: Occupational Safety and Health, Orthotics-Prosthetics fabrication and repair (artifical limbs),

Business Studies: data processing, general business, clerical, secretarial studies,

Education and Public Services: fire protection technology, library services,

Engineering and Industrial Technology: areospace engineering, air craft maintenance, architectural engineering, civil engineering, drafting, electrical engineering, industrial engineering, mechanical engineering (air conditioning, heating and ventilation systems, petroleum engineering, radio-television servicing,

General Studies: computer service, fine arts, horticulture, general arts, general science,

Vocational Trades: cabinet making, carpentry, culinary arts and food, electrical construction, machinist, metal fabrication, auto mechanics, painting and decorating, plumbing, comercial art, printing, welding.

After assessing student academic and vocational potentials during the preparatory semester the staff recommended to the student and his vocational rehabilitation counselor a prescribed program of study congruent with student performance and interests. Staffing recommendations were

followed by a large majority of the students.

Table 19 showed a decline of interest in business, engineering, and general studies after the preparatory semester with a slight increase of interest in vocational trades. The other category included 4 preparatory students who transferred and 8 who were referred to other facilities, 6 recommended for on-the-job training, 1 who left for employment, 3 to be married and 37 for adjustment reasons.

TABLE 19
COMPARISON OF VOCATIONAL INTERESTS SHOWN BY STUDENTS PRIOR TO PROGRAM ENTRANCE WITH PROGRAM OF STUDIES ACTUALLY ENTERED AT THE END OF THE PREPARATORY SEMESTER

	Interest Before Entering		Students Entered after Preparatory Sem.	
	No.	%	No.	%
No Indication	25	12.4	0	0
Allied Health	5	2.5	6	3.0
Business	73	36.1	51	25.2
Education & Public Service	0	0	3	1.5
Eng. and Ind.Tech.	51	25.2	28	13.9
General Studies	8	4.0	4	2.0
Vocational Trades	40	19.8	51	25.2
Other	N/A		59	29.2
Total	202	100.0	202	100.0

FOLLOW-UP

Out of the 202 students served, 22 completed their objectives, were transferred, were referred to other

facilities or were recommended for on-the-job training sometime after their entrance into Delgado. Of the remaining 147 students, 42 received an associate degree, diploma, or certificate; 52 were terminated or terminated themselves because of adjustment problems; 9 were married and 44 remained in training. Particular concern was paid to determining the types of adjustment problems encountered by the 52 students terminated. The most frequent reason for termination according to Table 20 was "educational adjustment" which was the student's inability to attend classes regularly, complete assignments, develop good study habits, manage his time wisely, seek tutoring when necessary, cooperate with staff, or follow rules and regulations. A student could terminate himself because of his inability to cope primarily with any or all of these factors.

Community adjustment referred to students who were required to live off campus as part of their independent living practium. They had to cooperate with landlords, peers, and other members of the community, as well as utilize a wide variety of community services. Money and time had to be managed wisely and financial obligations met responsibily. Academic Limitations indicated the student did not have the mental or physical capacity to succeed in academic and vocational subjects. Financial difficulties referred to difficulties encountered by the student in receiving continuous and timely financial support. Other referred to termination because of deviate behavior, medical or abnormal emotional

difficulties, family obligations, or death.

TABLE 20
TERMINATION VARIABLES OF APPLICANTS WHO ATTENDED DELGADO JUNIOR COLLEGE

	No.	%
Educational Adjustment	16	30.8
Community Adjustment	14	26.9
Academic Limitations	11	21.1
Financial Difficulties	3	5.8
Other	8	15.4
Total	52	100.0

Forty-nine students provided usable data on their status after leaving Delgado by completing a follow-up questionnaire. (See Appendix A for copy) This represented 37 percent of responses from the 101 students who were sent this instrument.

About 7 out of 10 students were working either full or part time and 2 out of 3 were working full time.

Though trades and businesses were most frequently mentioned, graduates were working in a large number of different fields. Examples of positions in which graduates reported working at were: purchasing order clerk, sorter clerk, bookkeeper, postal clerk, accounting, key punch operator, typist, bank clerk, apartment manager, computer programmer, wireman, paint and body worker, welder, carpenter's helper, forklift operator, plumber, cement finisher,

press room helper, architect, actor, commercial artist, prosthetics-orthotics repairman, chef, and draftsman.

Some graduates were studying for such endeavors as the ministry, petroleum engineering, liberal arts, data processing, and math and science education.

The range of earnings was wide: from less than $3,000 to more than $10,000 a year. Three out of 4 students considered their present situation as other than a dead end. Some evidence of their adjustment can be seen in the response of 85 percent having more than 3 friends who were not deaf. Details are in Tables 21-24 below.

TABLE 21
STATUS OF RESPONDENTS ON FOLLOW UP

	No.	%
Working full time	32	65
Working part time	3	06
Not working	6	12
School full time	5	11
School part time	0	00
School full time & working part time	0	00
School part time & working full time	2	04
School part time & working part-time	0	00
Other	1	02
Total	49	100

TABLE 22
EARNINGS ON PRESENT JOB OF RESPONDENTS TO FOLLOW UP

	No.	%
No Information	11	22
$3,000-yr.	5	10
3,000- 4,999	10	20
5,000- 6,999	11	23
7,000- 9,999	11	23
10,000 & over	1	02
Total	49	100

TABLE 23
BELIEF OF PROSPECTS OF CURRENT JOB BY RESPONDENTS OF FOLLOW UP

	No.	%
No Information	11	23
Can get ahead	30	61
Dead end job	8	16
Total	49	100

TABLE 24
NUMBER OF FRIENDS WHO ARE NOT DEAF BY RESPONDENTS OF FOLLOW UP

	No.	%
No Information	03	06
Three or over three	39	80
No more than two	4	08
None	3	06
Total	49	100

STUDY OF POSSIBLE SUCCESS PREDICTORS

One question which arises in a program such as this one is how prospective clients should be selected in order to maximize success. To try to answer this question, study was made of four possible predictor variables, and six variables considered to measure success.

The four predictor variables were communication background, that is whether the student communicated orally or manually, hearing loss in the right and left ear, and whether deafness was prelingual or postlingual.

The six variables considered possible measures of success were the total pretest scores on the CAT or SAT, the total post test scores on the same test, the WAIS score, the status on follow-up, whether working or not, the relation of work done to studies at Delgado Junior College and the amount earned by ex-students who were working.

In general, none of the potential predictor variables

had any strong relation to measure of success. This is possibly due to the way the program operates where individual attention is given to each student, thus tending to overcome and nullify individual differences, and provide to all nearly equal opportunities for success.

Though some weak relationships were noted, none of these were strong enough to be significant at the 5 percent level, that is none were strong enough to warrant assumptions that other programs could use these variables to predict success.

Whether the student's deafness was prelingual or postlingual appeared to have very little effect on his test scores within the program on his success after graduation. Relationships were influenced by the fact that less than 20 percent of the sample had postlingual deafness.

The student's ability to communicate orally or manually apparently has little influence on either his test scores during the program or success afterward. Part of this lack of relationship was probably due to the finding that only 1 out of 4 students had an oral background.

Relationships with communications background found were:

with pretest scores C = .07

with post test scores C = .17

with WAIS scores C = .13

Relationships with employment status and relation of work to Delgado Junior College studies were not computed because of the size of the sample, but inspection showed no or very weak relationships.

The extent of hearing loss in the right and left ear correlated slightly with the test scores and WAIS scores, but no meaningful relationships were found with the follow-up data due to the small number of persons on whom data was available.

Relationships with hearing loss in the right and left ear were:

	Right ear	Left ear
With pretest scores	-.28	-.24
With post test scores	-.21	-.23
With WAIS scores	-.26	-.17

Future studies providing more details on what actually happened to students in the preparatory program could probably lead to better predictions.

A team approach to meeting student needs required personnal who appreciated the endeavors and understood the objectives of all disciplines involved.

Counselors offered courses related to counseling objectives which also allowed them to assess student academic potential first hand. Instructors were required to assist in the counseling process by indicating to the student his academic and vocational potential levels. Interpreters were required to participate in the counseling process and perform tutoring functions. All duties were performed within the qualifications of the personnel involved or under the guidance of persons in the appropriate disciplines.

As a result of this overlapping technique, the team members functioned with greater understanding of various

disciplines and provided for good communications between the various services in terms of meeting student needs.

APPENDIX

DELGADO JUNIOR COLLEGE
Program for the Deaf
615 City Park Avenue
New Orleans, Louisiana 70119

TO: Referring Vocational Rehabilitation Counselors

FROM: Roy Pierce, Program Counselor, Delgado Program for Improved Vocational, Technical, and Academic Opportunities for Deaf Persons

RE: Guide for completion of Application Form

Careful and accurate completion of the attached application form is necessary to initiate an application for your client. The information you provide is crucial to the success of your client and our Program as it enables us to:

1. Determine eligibility of applicants for admission to our Program.

2. Develop individualized services for accepted applicants in academic, vocational, counseling, communications, and supervision areas.

3. Maximize the research contributions of our Program in this new area of education for the deaf.

We are asking referring Vocational Rehabilitation counselors to assume responsibility for completion of the application forms because many prospective students are not able to provide all the necessary information. Although your case record will undoubtedly contain much of the information requested, an interview with your client and/or members of his immediate family will probably be necessary in most situations.

A complete application is necessary for us to accurately judge your client's eligibility. Thank you so much for helping us obtain this important information so that we might be of maximum service to your client.

In addition to completed application please forward the following:

1) General Medical
2) Otological Examination
3) Psychological Test Results
4) Grade Level Achievement Test Scores
5) Transcript of credits from last school attended
6) Current photograph

DELGADO JUNIOR COLLEGE
Program for the Deaf
615 City Park Avenue
New Orleans, Louisiana 70119

APPLICATION

1. General Information: (please print) Social Security Number:_____

1. Name of Applicant:_____
(last) (first) (middle)
2. Address:_____
(number and street)(City)(county)(state)(Zip)
3. Date of Birth:_____ AGE:_____
(month) (day) (year)
4. Sex:_____ 5. Religious Preference:_____
6. Marital Status: Single (never married). . . . _____
Married . . . . . _____
Separated,Divorced,Widowed. . _____
7. In case of an emergency, notify:

Name:_____ Relationship: _____

Address:_____

Phone Number:_____ Alternate for Emergency_____

8. Parents or Guardian: (name)_____

Address: _____

9. Approximate distance in miles from applicant's present residence to New Orleans:_____

10. How did applicant first learn about Delgado Program?

_____

_____

11. When does applicant wish to enroll?_____
(semester) (year)

10-73

II Educational Information:

A. Formal Education: (A complete transcript of credits from last school attended is requested.)

1. For every school (pre-elementary through college, if any) that applicant has attended (including current school) please provide the following information:

a. First School attended:

Name:_____
Address:_____
Dates Attended: From_____ To_____
Type of School: Residential:_____ Day:_____
Applicant attended classes:
With other deaf students only . . . . . _____
With deaf and hearing students. . . . . _____

b. Second School Attended:

Name:_____
Address:_____
Dates Attended: From_____ To_____
Applicant attended classes:
With other deaf students only . . . . . _____
With deaf and hearing students. . . . . _____

c. Third School Attended:

Name: _____
Address: _____
Dates Attended: From: _____ To_____
Applicant attended classes:
With other deaf students only . . . . . _____
With deaf and hearing students. . . . . _____

d. Fourth School Attended:
Name: _____
Address: _____
Dates Attended: From: _____ To_____
Applicant attended classes:
With other deaf students only . . . . . _____
With deaf and hearing students. . . . . _____

Note: Use back of page, if additional space is needed.

2. The next five items cover performance in the school most recently attended by the student. (Student may be presently enrolled.)

   a. Name of School: _____

   b. Type of Diploma received or expected at end of this term:

      None: . . . . . _____
      "Certificate of Attendance": . . . . . _____
      Vocational Diploma or Certificate: . . . . . _____
      Regular Academic Diploma: . . . . . _____
      Other (describe). . . . . _____
      _____

   c. Reason(s) applicant discontinued (or plans to discontinue) grade or high school attendance:

      Graduated (or plans to graduate). . . . . _____
      Other (describe). . . . . _____
      _____

   d. Description of social adjustment (relationship with peers and teachers, disciplinary problems, etc.):
      _____
      _____
      _____

   e. Description of extracurricular activities and interests:
      _____
      _____
      _____

3. If applicant has attended or is attending a post-secondary college or university, please describe:

   a. Academic Adjustment: _____
      _____
      _____
      _____

   b. Social Adjustment: _____
      _____
      _____
      _____

   c. Reasons applicant discontinued (or plans to discontinue) college or university attendance: _____
      _____
      _____
      _____
      _____

B. Achievenent and Intelligence Tests:

Note to counselor: This information is very important. We must have some achievement test scores indicating present level as accurately as possible. Please identify test used.

1. Most recent academic achievement test:
   Date administered:_____
   Name of test:_____ Level:_____
   Arithmetic grade level: _____ Reading grade level:___
   Total battery grade level:_____

2. Most recent Intelligence Test:

   Date administered:_____
   Name of test:_____ Level:_____
   Performance I.Q. score:_____ Verbal I.Q.score:_____
   Full-scale I.Q. score:_____

III. Audiological and Communicative Information:

1. Probable age at onset of hearing loss:
   At birth:_____ At age of: _____

2. Degree of hearing loss: db left: _____ db right: _____

3. Does applicant regularly (most of the time) use a personal hearing aid?

   No: . . . . . _____
   Yes, left ear only: . . . . . _____
   Yes, right ear only: . . . . . _____
   Yes, both ears:. . . . . _____

4. Receptive Communication Ability: (Please rate each area as completely as you can.)

   a. If applicant uses a personal hearing aid, rate below ability to hear and understand conversational speech with and without a hearing aid. If applicant does not use a hearing aid, rate ability to hear and understand without a hearing aid only:

With Hearing Aid		Without Hearing Aid
_____	can hear and understand most speech	_____
_____	can hear and understand some speech	_____
_____	cannot hear and understand any speech	_____

b. Lipreading ability: Good___, Fair___, Poor___, None___

c. Understanding of manual communications (Fingerspelling and/or sign Language): Good___, Fair___, Poor___, None___

d. Book reading ability: Good___, Fair___, Poor___, None___

5. Expressive Communication Ability:

a. Speaking ability: Good___, Fair___, Poor___, None___

b. Fingerspelling ability: Good___, Fair___, Poor___, None___

c. Sign language ability: Good___, Fair___, Poor___, None___

d. Writing understandable notes: Good___, Fair___, Poor___ None___

IV. Vocational Information:

1. Vocational areas in which applicant has at least a tentative interest:

a._____

b._____

c._____

2. Did applicant receive any vocational training while attending grade school or high school?

No:_____ Yes:_____

Type of training received	Number of semesters training
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

3. Has applicant received formal vocational or technical training since leaving grade school or high school?

No:_____ Yes:_____

Type: _____ received for _____ months.

Describe outcome of training:

_____

_____

_____

4. Has applicant ever been regularly employed (full-time or part-time)?

No:_____ Yes:_____ Please indicate:

Type of work	full time	part time	Dates of Employment From:	To:
a._____	___	___	_____	
b._____	___	___	_____	
c._____	___	___	_____	
d._____	___	___	_____	

5. If applicant has been employed, please describe type of adjustment (positive and negative factors) during most recent employment:

1. Are any members of applicant's immediate family (parents and siblings) deaf?

No:_____ Yes:_____ Please complete:

Number of deaf parents:___. Number of hearing parents___.
Number of deaf siblings:___. Number of hearing siblings___.

2. Please describe the type of relationship that exists between the applicant and members of the immediate family:

_____

_____

_____

_____

_____

4. Has applicant experienced any difficulties with police and/or court officials?

No:_____ Yes:_____ Describe:_____

_____

_____

_____

5. Has applicant received professional services for social-emotional-psychiatric problems?

No:_____ Yes:_____ Describe:_____

_____

_____

_____

6. Does applicant have disability other than impaired hearing? (a current general medical work-up is necessary.)

No:_____ Yes:_____ Describe:_____

_____

_____

_____

7. Please make any additional comments about the applicant's background or present situation that seem relevant to this application:

_____

_____

_____

_____

_____

_____

_____

_____

To: Vocational Rehabilitation Counselor

So that we may have a better knowledge of the type of job situations to which our students may be returning, we would appreciate your filling out the questionnaire below. Please indicate one rating for each job area. Any comments which will indicate information about a specific job type in the larger job areas will be greatly appreciated. If you need more room, please continue on the back of this page.

FIELD	RATINGS	COMMENTS
1. Building Trades (Carpentry, cabinet-making, painting, refinishing, upholstery, etc.	___Good ___Fair ___Poor	_____
II. Manual Trades (Electrical work, sheet metal work, welding, plumbing, machine operation, etc.	___Good ___Fair ___Poor	_____
III. Technical Trades (Air-conditioning, heating, aircraft maintenance, drafting, etc.	___Good ___Fair ___Poor	_____
IV. Business Skills (Use of business machines, accounting, etc.)	___Good ___Fair ___Poor	_____
V. Clerical Work (Copy typing, receptionist work, filing, inventory work, etc.)	___Good ___Fair ___Poor	_____

VI. Engineering
(Aerospace, civil and architectural engineering, electrical engineering, mechanical engineering, etc.)

___Good _____
_____
___Fair _____
_____
___Poor _____

VII. Manual Arts
(Graphic arts, handicrafts, commercial art, orthotics-prosthetics, etc.)

___Good _____
_____
___Fair _____
_____
___Poor _____

VIII. Personal Service
(Food services--baking, cooking, serving, etc.)

___Good _____
_____
___Fair _____
_____
___Poor _____

IX. Service Work
(Home appliance work, office machine work, etc.)

___Good _____
_____
___Fair _____
_____
___Poor _____

X. Suggested Areas

_____ ___Good _____
_____ _____
_____ ___Fair _____
_____ _____
_____ ___Poor _____
_____ _____

Referring Vocational Rehabilitation Counselor
Name: _____

Address: _____

_____

Telephone: AreaCode: ___ No: _____

Signature: _____

DELGADO JUNIOR COLLEGE REHABILITATION DIVISION

Program for the Deaf
615 City Park Avenue
New Orleans, Louisiana 70119

I hereby authorize emergency medical or surgical treatment to be given to _____ by the school physician of Delgado College or the Medical Director, or whatever licensed physician either may designate.

_____
Signature of Parent or Guardian

DATE:_____

The Delgado College Program for the Deaf and Vocational Rehabilitation will not be responsible for any medical expenses incurred while your daughter or son is in training. It will be the responsibility of the parents to pay any medical costs.

Dr. George Molier has agreed to be on call in case of any sickness or emergency. If you wish to have Dr. Molier treat your son or daughter, please sign below.

_____
Signature of Parent or Guardian

If you do not wish to have Dr. Molier treat your son or daughter, please name the doctor you plan to use.

Name:_____

Address:_____

_____

Telephone: Area Code:____ No.:_____

DELGADO JUNIOR COLLEGE
ACADEMIC AND VOCATIONAL EDUCATION
PROGRAM FOR THE DEAF

STUDENT ORIENTATION SCHEDULE

Wednesday, August 16	
8:30 a.m.	Welcome, Introduction of Staff and Students.
9:00 a.m.-12:30 p.m.	Testing (Stanford Achievement Test)
12:30 p.m.-1:15 p.m.	Lunch
1:30 p.m.-4:30 p.m.	Testing (General Aptitude Test Battery)
Thursday, August 17	
9:00 a.m. - 12:30 p.m.	Testing (Stanford Achievement Test)
12:30 p.m.-1:15 p.m.	Lunch
1:30 p.m.-2:00 p.m.	Vocational Interest Questionnaires
2:00 p.m.-4:30 p.m.	Completion of Application and Computer Data Forms in Preparation for Registration
Friday, August 18	
8:30 a.m.-9:30 a.m.	Rap Session with Counseling Staff concerning College and Community Environment
10:00 a.m.-12:30 p.m.	Individual Interviews - Student-Counselors
12:30 p.m.-1:15 p.m.	Lunch
1:30 p.m.-4:30 p.m.	Interviews Continued
Monday, August 21	
8:30 a.m.-12:30p.m.	Testing (Psychological and Intelligence Testing)

Tuesday, August 22	
8:30 a.m.-12:30 p.m.	Community Services and Speakers from Organizations Serving the Deaf, Religious Leaders, and the New Orleans Police Department.
Wednesday, August 23	
8:30 a.m.-12:30 p.m.	Preparatory Placement Staffings and Placement Staffings Student-Counselor Conferences
Thursday, August 24	
8:00 a.m. (all day)	Registration of New Students.

DELGADO JUNIOR COLLEGE
ACADEMIC AND VOCATIONAL EDUCATION
PROGRAM FOR THE DEAF

NEW ORLEANS, LOUISIANA

PREPARATORY PLACEMENT REPORT

Student: Date:

Counselor: Semester:

STAFF RECOMMENDATIONS

Initial Curriculum

☐ Preparatory ☐ Preparatory Training ☐ Training

Preparatory Courses: Training Courses:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

COMMENTS

Academic:

Vocational:

Communication:

School Background: _____Day _____Residential

Emphasis: _____Oral _____Manual _____Rochester

_____Combination

Counseling

Rapport Established

_____ Yes _____ No

Describe:

☐ Favorable Success Factors Noted:

☐ Anticipated Counseling Needs:

DELGADO JUNIOR COLLEGE
ACADEMIC AND VOCATIONAL EDUCATION
PROGRAM FOR THE DEAF

NEW ORLEANS, LOUISIANA

TRAINING PLACEMENT REPORT

Student: Date:

Counselor: Semester:

STAFF RECOMMENDATIONS

☐ Delgado Training (Program of Study)_____

☐ Selective ☐ Certificate ☐ Diploma

☐ Associate Degree

☐ Employment (Occupation) _____

☐ On-the-job Training (Occupation) _____

☐ Transfer (Facility Name)_____

Recommended Program or Service _____

COMMENTS

ACADEMIC AND VOCATIONAL PERFORMANCE

PREPARATORY COURSES:

☐ Vocational Survey RD 106

E - Excellent G - Good P - Poor

Activities	Interest	Performance

COMMENTS

☐ Introductory English RD 110

☐ Communication Skills RD 104

☐ Occupational Information I RD 100

☐ Personal Management I RD 102

ADJUSTMENT PROGRESS

☐ Educational

☐ Community

☐ Other

Stanford Achievement Test

_____ _____
Student Name Level

	Form	Date	Form	Date
Word Meaning				
Paragraph Meaning				
Spelling				
Word Study Skills				
Language				
Arithmetic Computation				
Arithmetic Concepts				
Arithmetic Applications				
Social Studies				
Science				
Battery M				

LK:rb
1/1/72

GRADE SHEET

STUDENT'S SOCIAL SECURITY NUMBER: _____

MAJOR AREA OF STUDY: _____

COURSE NUMBER	GRADE	TEACHER'S INITIAL
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TO STUDENTS: You are to fill in the following:
1. Social Security Number
2. Major Area of Study
3. Course Number

Then bring to each class have teacher fill in grade and sign it. After grades have been obtained, give to secretary in Deaf Program.

REFERENCES

REFERENCES

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